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ABSTRACT

This report focuses on a December 1988 to December 1989 evaluation of the structures, processes, and outcomes of 15 primarily volunteer tutor-based literacy programs. It addresses the effectiveness of the Saskatchewan Literacy Campaign in increasing tutor and learner enrollments in the programs. Chapter 1 provides background and definitions. Chapter 2 describes the qualitative evaluation research approach, which included document review, site visits and in-depth program reviews, personal interviews, and questionnaires. Chapter 3 provides a historical, cultural, and demographic overview of Saskatchewan. Chapter 4 describes the nature, scope, contexts, and current status of literacy programs. Chapter 5 looks at experiences of learners and the processes whereby they are learning and at tutors' experiences, their own learning needs and outcomes, and their perceptions of the Literacy Campaign. In Chapter 6, the effectiveness of the media strategy of the Literacy Campaign is addressed. Chapter 7 summarizes benefits and barriers to literacy learning within the personal, community, program, and provincial contexts and makes recommendations about provincial policies for provision of adult literacy education, the Literacy Council and the Literacy Campaign, and existing literacy programs. An 18-page bibliography is followed by 25 appendixes containing project materials, including correspondence, instruments, and data. (YLB)

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SIDRU SASKATCHEWAN INSTRUCTIONAL DEVELOPMENT & RESEARCH UNIT

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LITERACY LEARNING IN SASKATCHEWAN: A REVIEW OF ADULT LITERACY PROGRAMS (1989)

Researcher/Writer:
Judith K. Hindle, B.Sc.N., M.A.

Assistant Researcher:
Helen Morrison, B.A. (Hon.), B.Ed.

Project Advisors:
Adrian Blunt, Ed.D.
Richard Bonokoski, B.A., P.G.Dipl.
Paul Hart, Ph.D.
Duane Rose, M.Ed.
Marlene Taylor, Ph.D.

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Faculty of Education, University of Regina, Regina, Sask. S4S 0A2

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Judith K. Hindle, B.Sc.N., M.A.
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Saskatchewan Instructional Development & Research Unit
Faculty of Education, University of Regina, Regina, Sask. S4S 0A2

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LITERACY LEARNING IN SASKATCHEWAN: A REVIEW OF ADULT LITERACY PROGRAMS (1989)

EXECUTIVE SUMMARY

> *The government has really done something this time. They've put their dollars in the right place. I mean, if you ask somebody at the university about that they'd probably say, 'Hey, why help them dummies, give us the money.' They're already smart. Try to get a few people kicking around who can't do it - give them help too.* (Stan, a learner, age 45)

INTRODUCTION

This is a report of a program evaluation project undertaken for the Saskatchewan Literacy Council during the 1987 to 1990 Saskatchewan Literacy Campaign. The evaluation encompassed 15 literacy programs which received developmental or supplemental funding from the Saskatchewan Literacy Council in 1988 and 1989.

The evaluation was conducted over the 12-month period December 2, 1988, to December 2, 1989, by the Saskatchewan Instructional Development and Research Unit (SIDRU) at the University of Regina. Funding for the project was received through Saskatchewan Education, from the National Literacy Secretariat of the Government of Canada, through Saskatchewan Education, as part of the National Literacy Campaign.

GOAL OF THE EVALUATION

To acquire information on the outcomes of the Saskatchewan Literacy Campaign for the purpose of assessing Campaign effectiveness to date and making decisions in the future.

PURPOSES OF THE EVALUATION

1. To investigate and describe the nature, scope, contexts, and current status of adult literacy programs in Saskatchewan.
2. To investigate and describe the specific contexts, processes, and outcomes of the processes whereby existing literacy programs attempt to meet the needs of literacy learners in Saskatchewan.
3. To identify the benefits of existing literacy programs and barriers to literacy learning which are perceived by learners and those involved in literacy program delivery in Saskatchewan.

4. To investigate and describe outcomes of the media campaign to gain public awareness, endorsement, and involvement in the Campaign.

5. To come to a more informed understanding of present and future challenges which exist for those involved in literacy program funding, design, implementation, evaluation, and policy formation in Saskatchewan.

SCOPE

Literacy programs, activities, and outcomes were examined within four major contexts: (1) the broad provincial context within which literacy learners reside and literacy programs are offered, (2) the specific program contexts within which learners are learning, (3) the individual life contexts of the learners and tutors, (4) the context of the Literacy Council's mission, goals, and plan of action. The scope of the evaluation was expanded twice during the project.

METHODOLOGY

This was a predominantly qualitative evaluation in which strategies of quantitative data collection and analysis were also used. Specific evaluation methodologies included the following:

1. In-depth, tape recorded interviews with learners, tutors, coordinators, instructors, administrators, and representatives of special interest groups.

2. Site visits of 3 to 4 days duration to selected programs.

3. Questionnaires on tutor/learner enrollments in programs and scope of coordinator activities.

4. Review and analysis of Literacy Council documents, program documents, statistical information, and literature of the field.

5. Inductive analysis of interview information.

For the most part, learners and tutors who were interviewed were selected by the program coordinators.

THE EVALUATION PROCESS

Personal interviews and consultations were conducted with 258 people during Phases I and II of the study. This included 96 learners, 72 tutors, 22 instructors and 16 literacy coordinator/facilitators who were directly linked with volunteer literacy and Adult Basic Education (ABE) literacy programs. Also interviewed were 7 Literacy Council members, 5 program managers and counsellors, 19 administrators, 15 representatives of special groups, and 6 Saskatchewan Education staff.

Together the principal investigator, 1 research assistant, and 4 additional interviewers visited 18 communities across the province. Over 10,264 land kilometers and 2,216 air kilometers were travelled in the process of conducting interviews and examining programs.

The project took several months longer to complete than was anticipated, in part due to the extensive consultative and developmental process, and to the comprehensive scope of the project.

SUMMARY OF MAJOR FINDINGS

Estimated Populations of Need for Literacy Learning

Examination of 1986 census data indicate that there are 144,130 Saskatchewan citizens age 15 years and older who have not gone to school beyond the Grade 8 level. This population was defined for study purposes as the estimated population of need (EPN) for literacy learning. This number represents 19.2% of all Saskatchewan citizens who are 15 years of age and older and 13.8% of the total Saskatchewan population. The 1986 EPN is a drop of 12.9% since the 1981 census, but nonetheless, remains substantial. Of the total EPN:

. 11,175 or 7.8% are between ages 15 and 24
. 18,600 or 12.9% are between ages 25 and 44
. 50,340 or 34.9% are between ages 45 and 64
. 64,015 or 44% are age 65 and over

If Saskatchewan adults between the ages of 15 and 44 years are considered priorities for literacy education, 29,775 or 20.7% of them require access to literacy learning opportunities. If individuals between 45 and 64 years are included in the EPN of immediate need, the number rises to 80,115 or 55.6% of the total EPN. The aboriginal population comprises about 11% of the EPN. At least 45.3% of the aboriginal population are potential learners for literacy programs.

Causes of Low Literacy Levels in Saskatchewan

There are several factors which seem to be related to low literacy levels among 19.2% of the adult population in Saskatchewan. These include: patterns of migration, settlement, and the ethnic composition of the population; the history of Saskatchewan's aboriginal population and the existence of different linguistic groups within it; geographical and climatic factors; the economic base of the province and related socioeconomic and employment conditions; federal and provincial policies and agreements governing postsecondary education and training; and the absence of a comprehensive, integrated, and fully accessible system of literacy and basic adult education based on provincial adult literacy learning policies.

POSITIVE OUTCOMES OF THE CAMPAIGN

Heightened Awareness of Literacy Issues and Needs

At the provincial level the Literacy Campaign was successful in raising public awareness of literacy needs, issues, and programs through media advertising and local promotional activities of literacy coordinators. Heightened public awareness was reflected in these ways: substantial increase in inquiries and requests by community members for provision of literacy services, dramatically increased enrollments by learners and tutors in literacy programs, opinions expressed by

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respondents in interviews and in a media-awareness survey, and increased media coverage of literacy learners and literacy programs in both urban and rural newspapers and television programming. Television advertising was the most frequently cited information source about literacy awareness by all respondents in the study.

Expanded Scope, Status, and Accessibility of Literacy Programs

Before the Campaign there were several areas underserved by literacy programs. Programs were underresourced, understaffed, and, with a few exceptions, had low enrollments and low profiles within their institutions and communities. While these continue to be problems for Saskatchewan literacy programs, the Campaign has enhanced the scope, status, and accessibility of existing programs and has contributed to the development, growth, and success of several new programs.

The five most significant factors contributing to these outcomes were: increased funding to programs by the Campaign; literacy program coordinators' personal characteristics, knowledge of their communities, and levels of commitment and creativity; coordinators' autonomy and levels of administrative support within their organizations; and the numbers of learners and volunteers who have come forward.

Adult volunteer literacy programs are now province-wide in total scope, and more accessible to learners across the province. Thirteen of the 15 programs are based in postsecondary educational institutions in urban centers or mixed urban/rural regions. Thirteen programs are volunteer-based, that is, reliant on volunteers who work with adult literacy learners on a confidential, one-to-one and/or small group basis, at no or low cost to the learners. Of the two programs which are not volunteer-based, one offers a free literacy/ABE class for 10 urban learners; the other offers a learning center program in which an instructor and a tutor work with up to 35 learners on a drop in basis. All but four literacy programs include English-as-a-Second-Language (ESL) literacy classes in addition to basic literacy classes.

Changes in Literacy Coordinators' Scope of Activities

The scope and nature of coordinator activities within the programs changed and increased substantially for most coordinators during the first year and a half of the Campaign. All coordinators attributed these changes to the effect of the Campaign. Coordinators' questionnaire responses showed the following averages, across programs, of 15 coordinators' estimates of time spent in four different clusters of activities: 35% on learner/tutor intake and tutor training, 35% on program coordination and resource development, 20% on monitoring and follow up of tutors and learners, and 10% on program publicity and community activities.

The majority of coordinators enjoy high levels of autonomy within their organizations and regard this as the most significant factor in their success and job satisfaction. The level of administrative support within their organizations was the crucial factor in determining their status and that of the literacy program within the institution and community.

Increased Learner and Tutor Enrollments in Programs

Although enrollment data from programs is inconsistent and not completely reliable, very marked patterns of increase in learner and tutor enrollments were apparent from that data which were provided. Learner enrollments across **all 13 volunteer**

programs rose by 115.4%, from 582 to 1,125 individuals in the first 15 months after receipt of Campaign funding by programs (January 1, 1988, to March 31, 1989). During the same time period, tutor registrations among all **volunteer** programs rose by 156.4% from 585 to 1500 individuals. These gains are offset somewhat by the numbers of program leavers - approximately 30% of both tutors and learners during the first 12 months. It is not known to what extent the number of program leavers included new enrollees in programs.

Single mothers of young children (both Native and non-Native), middle-aged women (rural and urban), and middle-aged male farmers are underrepresented in people coming forward for assistance from **volunteer** literacy programs at this time. Individuals 15 years of age and older (both genders) are also underrepresented when compared with estimated populations of need for literacy learning in that age category.

Increased Diversity of Learners and Learning Outcomes

Most coordinators felt that there were notable changes in the types of learners seeking help from the literacy program and their reasons for doing so. Learners include both genders, between ages 15 to 82, whose literacy levels range from completely illiterate in the English language, to approximately Grade 10 reading and writing levels and include those whose formal schooling ranges from no schooling to university degrees. Learners include early school leavers and dropouts from ABE or skill-training programs; ESL learners, including aboriginal people whose first languages are most often Cree, Dene, or Saulteaux; those with physical, mental, and multiple disabilities; incarcerated youth and adults; university students, visiting scholars and self-employed business persons; individuals on social assistance and the unemployed; high school graduates with only functional literacy skills or less; and those classified by testing and counselling as unlikely ever to learn to read.

Many learners coming to the volunteer programs at the present time appear to do so because it does not cost, because they fear failure in institutional settings, they cannot cope with a group-learning situation, they want to get more out of life, they have been silenced by "the system," or they are unable to obtain sufficient help anywhere else with learning to read and write in the English language.

Coordinators, administrators, instructors, and learners all reported a broad diversity of learning outcomes. Learners speak of being able to see, of being able to speak, of feeling good about themselves, of no longer feeling like "second-class citizens." Learning outcomes are limited in some learners and are multi-layered and multi-dimensional for others.

According to the Literacy Council definition of literacy learning, the majority of learners in this study indicate their needs are being met, often up to several points beyond their initial expectations. Learners are achieving their initial goals with literacy tutoring and also experience many other benefits from individualized attention. Among these benefits are: increased self-esteem and improvement in personal relationships; increased reading and writing skills; improved employment skills; and interest in continued learning through various means, including reentry to volunteer tutor programs.

Increased Diversity of Tutor Enrollments and Learning Outcomes

Many coordinators reported changes in the characteristics of tutors coming forward. Whereas the majority in the past have been homemakers and retired teachers, there has been an increase in the number of individuals with high school education or vocational training who wish to tutor. In the North an unexpected number of volunteer tutors have come forward, many of them with less than high school education.

Tutors in literacy programs range in ages from the early 20s to over 70, with clustering in the 30 to 49 and 60 to 69 years of age categories. A majority have postsecondary education at university or vocational-training levels. Of those who were interviewed, there was an approximately even split between employed and unemployed tutors.

The most effective tutors seem to be those who help learners feel that they are partners in learning; help learners achieve some progress very early in the tutoring relationship, but also enable them to establish realistic goals; and those who can respond to individual learner's needs with creativity, spontaneity, acceptance, and concrete help.

The most significant outcome of the tutoring relationship for learners appears to be that of increased self-esteem of learners as they discover that they are learning to read. Tutors report a wide diversity of learning outcomes for themselves, the most significant of which seems to be enhanced understanding and tolerance of adults who cannot read and write.

From tutors' perspectives, the learners' responsiveness to tutors' attempts to help seem crucial in keeping up the interest levels of the tutors. It is this aspect of the relationship which gives tutors the greatest satisfaction and motivation to continue working with learners.

Limitations of the Campaign

Limited Achievement of Provincial and Program Targets

At the provincial level despite the successes of the Campaign, approximately 2,000 people, or less than 1% of the total estimated population of need were served by the 15 literacy programs during the first 15 months of the Campaign. This represents one fifth of the Literacy Campaign target of 10,000 to be served in a 3-year period.

In several programs the demand for tutors exceeds the supply, while in others the supply of tutors exceeds numbers of learners coming for assistance. There is a deep concern on the part of coordinators and some administrators that potential learners' needs cannot be met after raising the public's expectations, and that this results in a reduction of credibility of both the programs and of the Campaign as a whole. On the other hand, where the supply of tutors is greater than the number of learners coming forward, tutors lose interest, and the time spent in training them may be lost to other activities performed by coordinators.

Literacy campaign funding was very significant in promoting literacy learning and the status of literacy programs within the province. Funding is still insufficient, however, to permit coordinators to achieve the objectives which they have set for themselves or the objectives of the Campaign. This is reflected in the expanded scope of their activities, as well as in the generally low status of literacy programs and of the coordinators themselves within their organizations.

The majority of literacy programs in the province have limited linkages with other literacy programs or opportunities within the province. Few tutors seem aware of continued learning opportunities which are available; on the other hand, for learners who are at Grade 1 to 8 reading levels, there are few opportunities available, other than the volunteer-tutor programs. For the most part, literacy programs tend to be isolated from ABE (Adult Basic Education) programs and skill-training programs by virtue of being in different facilities, having limited contact with these instructors, and having different philosophies regarding adult learners' needs and the ways in which they should be met. Concerns have been raised by coordinators and administrators, again with respect to raising the public's expectations with no strong mechanisms in place to meet the needs which are then presented.

Perceptions of Initial Campaign Organization

There was a general perception among people at all levels within the literacy programs, that the Literacy Campaign was organized from the top down and did not take sufficient account of the realities with which the coordinators live, especially in regard to program development, administration, and evaluation. Literacy Council members were an "amorphous body" for coordinators and administrators alike. People were not clear about reporting relationships, about the extent of responsibility they have to the managing director of the Literacy Campaign or to the Council itself. People were confused by the apparent lack of connection between Saskatchewan Education, the Literacy Council, and the institutions. This was a consistently expressed concern throughout the first two phases of the project.

Complexity of Literacy Learners' Needs

Many literacy learners have multiple problems which, to be dealt with effectively, go beyond the skills and knowledge of both coordinators and tutors. Several of the learners interviewed gave some evidence of speech problems, auditory perception/information-processing problems, problems with eye-hand coordination, and learning disabilities; one fifth spoke of experiences in classes for "slow learners." Many learners spoke about unstable childhoods in which there was a history of one or more factors such as alcoholism, abuse, high-conflict family life, constant moving of the family from one place to another, and punishment for being unable to read or to learn. Lack of support services for literacy learners and for coordinators and tutors who are attempting to assist them is possibly the greatest weakness of volunteer-tutor programs.

Continuing Barriers to Literacy Learning

Access to both literacy and continued learning is a very real barrier for many learners, particularly low-income learners who are not on social assistance, who have had negative experiences with the school system, and who are not capable yet of functioning within Grade 5 to 10 ABE classes. It is these learners who are the "lost learners," seeking to improve themselves, but finding barriers every time they turn around. Some of these learners are coming to literacy programs. Findings suggest there are thousands more who are not.

Insufficient Tutor/Learner Follow-Up and Evaluation

Tutor-learner follow-up and evaluation is one of the weakest areas in all programs at this time. This is largely due to the pressures on coordinators' time from other activities. Coordinators are perceived by tutors as dedicated, knowledgeable, helpful, understanding, and as excellent resource people; on the other hand, tutors perceive them as extremely busy and thus having insufficient time available. Interviews with tutors suggest that they need a great deal more guidance, consultation, and support which is unavailable to them due to other pressures on coordinators' time.

The most dominant themes emerging from interviews with tutors were:

. "Not knowing" where to start with tutoring, how to proceed, how to know if they were "doing the right thing," and what to do when the techniques being used did not seem to be working.

. The need for ongoing guidance and training, especially with respect to learning problems in adult learners and the appropriate use of learning resources.

. The need to be in more frequent contact with other tutors, the program coordinators, experts in the fields of adult learning, literacy learning, ESL learning, learning disabilities, and evaluating learning.

. The need for more knowledge and continuous availability of resources for learning.

CONCLUSIONS

Volunteer-tutor literacy programs have an extremely important role to play in improving the literacy levels of Saskatchewan citizens. To date, the programs have been very successful despite the limitations of resources available to them. Saskatchewan has several exemplary programs which demonstrate strong leadership, creative literacy programming, and substantial positive outcomes for learners, tutors, and the community at large.

Just as many literacy learners seem to live on the fringes of society, literacy programs currently exist on the fringes of the postsecondary institutions and of the educational system as a whole. While funding has stimulated program growth, present literacy programs are unable to effectively deal with the increased demand for literacy services. Barriers to access are actually being created in some instances, because programs do not have adequate resources to meet the expectations of help which have been created within the province. The programs are dependent on short-term annual grants and Campaign funding which is continuously subject to modification and withdrawal. This prevents advanced planning and the establishment of an adequate funding base for further development. Existing literacy staff are too few in number, underpaid, and underresourced.

MAJOR RECOMMENDATIONS

This report makes recommendations about provincial policies for provision of adult literacy education, the Literacy Council and Literacy Campaign, and literacy programs. Major recommendations are cited here. All 50 recommendations may be found in Chapter Seven.

These recommendations represent the composite views of the researchers, learners, tutors, coordinators, administrators, and others who were interviewed in the study. Many of the findings, as well as the recommendations in this report, are not new. They support and reiterate many of the views put forward in recent major reports which are cited in conjunction with the recommendations in Chapter Seven.

Provincial Policy and Provision for Literacy Learning

It is recommended that:

The Government of Saskatchewan recognize and support the right of every adult citizen and Canadian newcomer to have access to basic education, including literacy, according to his/her needs and abilities and to declare this right in a policy statement by not later than the year 1990.

The Government of Saskatchewan indicate a commitment to this right by adopting explicit policy and core funding for a comprehensive adult literacy education system which provides a wide variety of opportunities for access to all adult citizens and Canadian newcomers resident in this province.

The Government of Saskatchewan continue the Saskatchewan Literacy Campaign for an additional three years, minimum, and ensure continuation of federal and provincial funding for adult literacy in Saskatchewan.

The Government of Saskatchewan extend financial sponsorship to literacy learners who do not now meet sponsorship criteria of Saskatchewan Skills Development Program (SSDP) and Non-Status Indian and Metis (NSIM) programs, and establish core funding for all adult literacy education.

Saskatchewan Education take immediate steps to improve program integration among ABE, GED, and literacy-tutoring programs. This would include reconceptualizing, restructuring, and renaming of ABE/literacy education into a flexible, comprehensive **adult-learning access program** of which the ABE academic studies curriculum is only a part.

The Government of Saskatchewan allocate substantial resources to literacy-learning opportunities for aboriginal people, and that a province-wide developmental planning process for literacy/ABE education be undertaken in conjunction with the Gabriel Dumont Institute of Native Studies and Applied Research, Northlands Career College, and aboriginal community organizations such as Native Friendship Centers. It is further recommended that the two independent literacy programs, READ Saskatoon and the Regina Public Library, along with SIAST Native Services Division, be consulted in the planning for urban, aboriginal literacy programs, so that communication and cooperation in provision of literacy services to aboriginal people is assured.

Saskatchewan Literacy Council

The Saskatchewan Literacy Council be retained as an advisory body for developmental planning, literacy programming, and for any restructuring of ABE/literacy programs which are undertaken in Saskatchewan.

The Saskatchewan Literacy Council have more representation from literacy practitioners in volunteer literacy programs.

The Saskatchewan Literacy Council, as an advisory body, together with Saskatchewan Education and the Saskatchewan Literacy Network, collaborate in planning, promoting, and evaluating an ongoing Literacy Campaign.

The Saskatchewan Literacy Council clarify the structure and role of the Council, reporting relationships and communication channels and responsibility areas between the Literacy Council, Saskatchewan Education, and the literacy programs.

Saskatchewan Literacy Campaign

In 1990 the Saskatchewan Literacy Campaign provide for public recognition of the contributions of learners, volunteers, coordinators, and the Saskatchewan Literacy Council to the improvement of adult literacy in the province.

The volunteer component of literacy programs be sustained and built upon, but be incorporated into a restructured, adult-learning access system. It is further recommended that the major responsibilities for teaching and learning in this system rest with qualified adult-literacy educators, but be supplemented by volunteer tutoring under their direction.

A central unit be set up within Saskatchewan Education which is supportive of literacy program development and provides decentralized literacy/ABE consultative services across the province. One way may be through mobile tutor-training and literacy resource units which travel around the province on a continuing basis to provide resources and consultative services to literacy program coordinators, tutors, and learners.

Existing literacy programs continue to receive supplemental and developmental funding as part of an ongoing, developmental plan for the reduction of illiteracy; that criteria for funding allocations be developed to address current inequities; that criteria include consideration of estimated populations of need and existing program capabilities; and that this funding continue until such time as a developmental plan for literacy/ABE programing is completed.

Literacy Programs

The READ Saskatoon program be strengthened and expanded through government and private sector support and that READ be assisted to establish its own fully accessible facility as a community-learning center within downtown Saskatoon, that the Board of Directors of READ Saskatoon be expanded to include private-sector representation, and that strategic planning for a 5-year period be undertaken in conjunction with representatives of the Saskatoon Literacy Coalition, the Saskatchewan Literacy Network, the City of Saskatoon, and the Francis Morrison Library.

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There are many people across the province who contributed to this project. Although a substantial number remain unnamed here, appreciation is extended to each and every one. Special tribute is given to the literacy learners and tutors whose willingness to share their experiences, thoughts, and viewpoints made a qualitative evaluation approach possible, and gave us much to reflect upon.

There are several others whom it is my pleasure to acknowledge.

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CHAPTER ONE: INTRODUCTION

> *I know as well as you do, that* ***nothing*** *saves our lives (not even reading); but I know, as you do, that reading is one of the things that makes the trip through life possible, it moves us out of pain; it moves us through foreign lands, and peoples and new ideas, and when we come upon a line or phrase that truly speaks how we feel, it gives us great joy. ... Reading is a wonderful thing to learn, for its own sake and for the freedom it gives to travel the world in our own homes and in our own minds.* (Anne Campbell, 1989)

For hundreds of Saskatchewan adults, reading is not one of the things that makes the trip through life possible.

Some people do not regard this as a problem for themselves. They do not necessarily require the skills of reading and writing to function well or to earn their livelihoods within their communities. Their satisfactions are derived from other sources. Many compensate in clever and creative ways for being unable to read and write and family or friends are available to assist as needed. The absence of literacy skills, as such, are not perceived as a lack in their lives.

Then there are the others, thousands of others in the province, for whom life may often seem impossible because they cannot read and write; who, at best, are disadvantaged; at worst, are truly oppressed because they do not have the literacy skills needed to function well within our "dominant" society. They do not participate in the social interactions and activities which help to give meaning to everyday life. Many live at the fringes of our society, often feeling - and treated - as if they were "second-class citizens." The opportunities, the options, the benefits, the skills, and the rights the rest of us take for granted are not theirs.

Through its 1987 to 1990 **Saskatchewan Literacy Campaign**, the province attempted to bring about changes in the public's awareness of literacy issues and in the literacy levels of its adult citizens who are unable to read and write with ease. Under the auspices of the Saskatchewan Literacy Council, 15 organizations received developmental or supplemental funding to initiate and expand primarily volunteer tutor-based literacy programs across the province. The focus of this report is an evaluation of the structures, processes, and outcomes of these 15 programs and of the effectiveness of the Literacy Campaign in increasing tutor and learner enrollments in the programs.

The project was conducted for the Saskatchewan Literacy Council (SLC) over the 12-month period December 2, 1988, to December 2, 1989, by the Saskatchewan Instructional Development and Research Unit (SIDRU) at the University of Regina. Funding for the evaluation project was received from the National Literacy Secretariat of the Government of Canada through Saskatchewan Education as part of the National Literacy Campaign.

In this chapter, the goal and purposes of the evaluation are presented and a brief overview is given of recent national and provincial events leading up to the 1987 to 1990 Saskatchewan Literacy Campaign. The organization, structure, mission, and goals of the Campaign and the initial activities of the Literacy Council, including those leading up to program evaluation, are explained. The chapter concludes with the definitions used in the study.

GOAL OF THE EVALUATION

To acquire information on the outcomes of the Saskatchewan Literacy Campaign for the purpose of assessing Campaign effectiveness to date and making decisions in the future.

PURPOSES OF THE EVALUATION

1. To investigate and describe the nature, scope, contexts, and current status of adult literacy programs in Saskatchewan.
2. To investigate and describe the specific contexts, processes, and outcomes of the processes whereby existing literacy programs attempt to meet the needs of literacy learners in Saskatchewan.
3. To identify the benefits of existing literacy programs and barriers to literacy learning which are perceived by learners and those involved in literacy program delivery in Saskatchewan.
4. To investigate and describe outcomes of the media campaign to gain public awareness, endorsement, and involvement in the Campaign.
5. To come to a more informed understanding of present and future challenges which exist for those involved in literacy program funding, design, implementation, evaluation, and policy formation in Saskatchewan.

BACKGROUND

Literacy Initiatives at the National Level

A groundswell of concern about illiteracy in Canada has gained momentum, nationally and provincially, during the past decade and a half. Numerous grassroots activities and formal studies have drawn attention to the fact that in Canada, alone, over a million citizens cannot read or write well enough to function adequately in our society (Batdorf, 1988; Cairns, 1983, 1988; Calami, 1988; Canadian Commission for UNESCO, 1980; Council of Ministers of Education, Canada, 1988; Creative Research Group, Ltd., 1987; Gayfer, 1987; Thomas, 1976, 1979, 1983, 1988).

The Southam News Report, on *Literacy in Canada* (Creative Research Group, 1987), was particularly influential in raising general public awareness of this reality. The *Canadian Business Task Force Report on Literacy* (1988) underscored the need to acknowledge changing circumstances in the world of work. Unskilled jobs are increasingly at risk. New technologies and dominant forms of employment in the future will require levels of comprehension and communication skills far above previous requirements. The declining youth population will necessitate more training and continuing education of existing employees.

The years 1985 to 1989 have been marked by particularly significant turning points in national resolve to deal with literacy issues. In 1985 Canada was represented at the fourth UNESCO International Conference on adult education in Paris. At that conference many nations joined together in declaring the **Right to Learn** a fundamental human right (UNESCO, 1985). Among the provisions in the **Right to Learn Declaration** are the rights to read, to write, and to have access to educational resources. The conference appealed to all countries to develop adult education activities which would enable their citizens to exercise these fundamental rights (UNESCO, 1985). Several subsequent events in Canada reflected not only a response to the UNESCO declaration, but also the culmination of years of efforts by literacy groups, provincial governments, federal government departments, and business and industry.

During 1986 to 1987 the Movement for Canadian Literacy (MCL) sponsored two national meetings of an ad hoc coalition of ten literacy groups. This coalition produced the **Cedar Glen Declaration on Literacy of 1987**: **The Priority of Literacy**, a public policy statement about literacy in Canada. The declaration asserted that "literacy must be recognized as a priority issue in Canada," and that it was essential for literacy practitioners and program participants to be involved in the development and implementation of public policy on literacy in Canada (MCL, 1987, p. 3).

Another significant event was the **October, 1986 Speech from the Throne** in which the Federal Government of Canada declared its commitment to "work in partnership with the provinces/territories, private sector, and voluntary organizations in promoting greater access to literacy by Canadian citizens" (MCL, 1987, p. 3; Office of the Prime Minister [OPM], 1988, p. 2).

This federal government commitment to literacy endeavors was confirmed on International Literacy Day in 1987, with the establishment of a National Literacy Campaign and a National Literacy Secretariat within the Office of the Secretary of State; and again on International Literacy Day in September, 1988. On the latter occasion Prime Minister Brian Mulroney (OPM, 1988) announced that $110 million in federal funds would be allocated over a 5-year period for national literacy developments in three key areas:

- support to the voluntary sector and nongovernmental sectors

- joint initiatives with the provinces

- the National Literacy Secretariat

The Saskatchewan Literacy Council was ready with its proposal for joint initiatives with the federal government. The Council's plans included provision for additional federal contributions to the Saskatchewan Literacy Campaign for demonstration projects, the formation of a Saskatchewan Literacy Foundation, and the conduct of a literacy program evaluation project (OPM, 1988, p. 4; SLC, 1988b, April).

Literacy Initiatives in Saskatchewan

In order to establish a context for this study, certain recent events relevant to the Saskatchewan Literacy Campaign and to the Literacy Council's mandate require brief explanation.

In 1983 a review of Adult Basic Education (ABE) delivery in Saskatchewan was undertaken by an Adult Basic Education Review Committee of the Department of Continuing Education (Thomas, 1983, p. 76). The report of this committee included several recommendations about "provision, funding, definition, programming areas, support systems" and other factors related to Adult Basic Education and literacy in the province; one of the most significant of these recommendations was:

> *That the Government of Saskatchewan recognize and support, the right of every adult citizen and Canadian newcomer to access the basic education according to his/her needs and abilities.* (Saskatchewan Continuing Education, 1983, p. 1)

Subsequently, an Adult Basic Education consultant was hired and efforts were continued within Saskatchewan Continuing Education to develop an integrated and comprehensive policy for ABE in Saskatchewan (Woloshyn, 1988a, p. 2). In 1985 a review of the ABE curriculum and work on the development of a new ABE curriculum model was initiated. An ongoing concern emerging from the various evaluations of ABE program delivery was the literacy needs of Saskatchewan's citizens.

In November, 1986, the new Minister of Education, the Honorable Lorne Hepworth, was given a mandate to "bring forward proposals to strengthen adult education and training in Saskatchewan" (Saskatchewan Education, 1987c, p. 1; 1987d, pp. i, ii). An extensive consultation process was undertaken with representatives of businesses, corporations, interest groups, school boards, municipalities, and educators. These Saskatchewan citizens were emphatic in their assertions that "improving access to adult education for all groups and regions in the province must be a cornerstone of a new mandate" (Saskatchewan Education, 1987c, p. 1; 1987d, p. i). Predominant among concerns were those of literacy and the need for access to retraining and upgrading for adults who are already in the work force.

In June, 1987, a new document was released by Saskatchewan Education entitled *A New Beginning: A Background Paper on Adult Illiteracy and Undereducation in Saskatchewan* (Saskatchewan Education, 1987a). This paper provided an important and comprehensive overview of problems of illiteracy and undereducation in the province, as well as significant recommendations. The paper included five major recommendations for the Minister:

1. The establishment of a Literacy Council.

2. Development of rural/neighborhood community education centers.

3. Enhancement of the professionalism of core ABE programs.

4. The development of standards and consistency in Adult Basic Education curricula.

5. Improved program integration among ABE, GED, and literacy tutoring (pp. ii-iii).

The Saskatchewan Literacy Campaign

Acting upon the first of the recommendations in the *Background Paper*, the Minister of Education, Lorne Hepworth, announced the commencement of a 3-year Saskatchewan Literacy Campaign on International Literacy Day, September 8, 1987. Funding for the first year of the Campaign consisted of a provincial grant of $306,000 and a federal grant of $75,000.

A **Saskatchewan Literacy Council** was appointed to plan and oversee the operation of the Campaign. The structure includes a chairman who reports to the Minister of Education on the activities of the Council and the process of the Campaign. A managing director was appointed to manage and direct the activities of the Campaign and to act as a liaison between the Literacy Council and Saskatchewan Education. The managing director was given a direct reporting relationship to the executive director of the Skill Training Division of Saskatchewan Education and also acted in the role of secretary to the Literacy Council (SLC, 1987a-1989a, November 7, 1987; 1987b, pp. 3, 6).

The Saskatchewan Literacy Council was initially comprised of 18 appointed members and was later expanded to the current membership of 22 people. The membership of Council was intended to "reflect partnerships needed to develop the literacy movement in Saskatchewan and thus included representation from business, industry, the media, literacy students, regional colleges, Native organizations, teacher associations, and government" (SLC, 1987b, p. 6).

The Saskatchewan Literacy Council held its first meeting on September 8, 1987, and was asked by the Minister of Education to formulate a plan for the Campaign. Within a few weeks' time, Council had articulated its working definition of literacy, its mission, goals, and plan of action for the Campaign.

The **Mission of the Campaign** was to foster and encourage the development of literacy in Saskatchewan in order to enable people to improve their living and working conditions. The seven goals established for the Campaign were as follows:

1. To develop public awareness of the need for literacy education.

2. To establish a communications program to attract learners to programs.

3. To enroll 10,000 adults in literacy programs.

4. To develop programs that meet the needs and requirements of the learner.

5. To identify the continuing education and certification requirements of individuals to complete literacy programs.

6. To recommend ways and means of improving the rate of successful school completion.

7. To raise funds for literacy activities.

The **Plan of Action** for the Campaign included provision for:

- a "participaction-style" media campaign to recruit volunteer tutors and to involve students in programs
- funding to literacy organizations and educational institutions to establish or enhance literacy programs
- funding for libraries to establish and expand collections of literacy materials
- purchase of educational resources on literacy
- establishment of a literacy foundation (SLC, 1987a-1989a, September 15, 1987; SLC, 1987b, pp. 6-7)

Also included in this plan of action was provision for assessing the initial impact of the Campaign and suggesting areas for redevelopment within the first three years (SLC, 1987a-1989a, September 15, 1987).

The Council moved swiftly to implement its goals. Literacy organizations and educational institutions were asked to submit program proposals and funding estimates and to return them to Council by December, 1987. The Executive Committee of Council was given authority to approve the program proposals based on guidelines provided by Council. By its seventh meeting on February 16, 1988, Council had approved 14 literacy program proposals and funding of $22,500 each for their implementation. The fifteenth program, located in the northern region, was later approved and granted $45,000 for initiating literacy activities out of Northlands Career College.

In addition to funding of volunteer programs, grants of $3,000 each were given to the nine regional libraries in the province, while double that amount was provided to the North in the form of a Northern Libraries Grant.

The Council also received approval for the **PALS Project**, a joint project between Saskatchewan Education and IBM Canada Ltd., PALS is an acronym for "Principle of the Alphabet Literacy System," a computer-based, interactive-instructional system designed to teach adolescents and adults basic reading and writing skills (SLC, 1987a-1989b, April, 1988).

In February 1988, the Literacy Council also approved a **Proposal to Develop the Practice of Literacy in Saskatchewan** (SLC, 1987a-1989a; February 1988, p. 8; 1988b). This proposal requested funding from the National Literacy Secretariat to expand provisions for literacy in the province and to undertake evaluative research to determine the suitability of programs to meet the educational requirements of learners.

By the fall of 1988 approval and funding of the Literacy Council's proposal had been obtained from the National Literacy Secretariat. Additional monies were made available for continuation of the programs and the media campaign which had received initial funding from the Saskatchewan Literacy Council. The Saskatchewan Instructional Development and Research Unit at the University of Regina was contracted to conduct a qualitative evaluation of the 15 volunteer literacy programs which had received funding. Evaluation of the PALS Program was provided for in a separate agreement and evaluation team.

DEFINITIONS

The following definitions were formulated or adopted from other sources for the purposes of this study.

Literacy

How literacy is defined is a controversial issue which has been well documented in the literature (Cairns, 1983, 1988; Cervero, 1985; Clark, 1984; Draper, 1986, pp. 1-3; Harman, 1970; Heathington, 1987; Hunter, 1987; Norman & Malicky, 1984, pp. 91-92; Saskatchewan Education, 1987a, pp. 1-6). The definition of literacy in this study was no less an issue, having emerged early as an expressed concern of several individuals.

Hunter (1987) contends that "the definition with which you start makes an enormous difference in the policy and practice of anyone concerned with questions related to literacy at any level" (p. 23). As the "definitional question" is an important background element in this study, it will be discussed in some detail here and also in Chapter Two on Methodology.

For purposes of the project, the working definition of literacy was that established by the Saskatchewan Literacy Council:

> ***Literacy is the ability to read and write in order to improve one's living and working conditions.*** *(SLC, 1987b, October)*

This definition conveys the underlying assumption that the individual has **specific skills** (reading and writing), which he or she is **able to apply with purposeful consequences** (improvement) within a **contextual framework** (his or her living and working conditions).

As such, the Literacy Council's definition can be viewed in the North American context as a "functional" definition, encompassing what Hunter (1987) describes as the necessary components of literacy: **literacy as a tool; literacy as attainment of reading and writing skills; and literacy "as the practical application of these skills and activities meaningful to the learner"** (p. 22). It is important to note that the emphasis is on the individual and on his or her self-determined, purposeful consequences. This assumes that individuals want to improve the quality of their lives and take a leading role in doing so within "a broader social context" (Levine cited in Hunter, 1987, p. 26).

In summary, the Council's definition seems to support the view that literacy "is not an isolated skill but, rather a contextual right that derives its meaning from its ability to be used" (Hunter, 1987, p. 25). Furthermore, it is individuals themselves who decide "what constitutes literacy for them at different stages and under the changing circumstances of their own lives" (Hunter, 1987, p. 25).

Statistical Definitions of Literacy

From a statistical viewpoint, literacy has typically been equated with years of formal schooling or grade level achievement. Although many consider grade level completion to be an unreliable and limited way of defining literacy, it remains the basis for a statistical analyses and descriptions (Cairns, 1983; Harman, 1970; Saskatchewan Education, 1987a; Statistics Canada, 1988b).

In this study Statistics Canada definitions were used for comparison purposes with 1981 census data and for estimating adult populations of potential need for literacy learning in Saskatchewan. In accordance with terms also used in *A New Beginning: A Background Paper on Adult Illiteracy and Undereducation in Saskatchewan*, (Saskatchewan Education, 1987a), **adults over the age of 15 with less than Grade 9 education were considered to represent the potential population of need for literacy learning** opportunities in the province (pp. 5-6).

This statistical definition is used in this study with certain qualifiers. It is recognized that many citizens with Grade 8 education may function perfectly well and cope with the normal requirements of their day-to-day lives (Thomas, 1983, p. 2) and that those with a Grade 12 education or more may be unable to read and write at a truly functional level. It is also recognized that, of the statistically defined, estimated populations of potential need, it is individuals themselves within that population who ultimately determine whether or not literacy learning is a need they wish to meet.

Two additional definitions of literacy were used in this study in reference to levels of literacy skills and literacy programs: basic/conventional or survival literacy and functional literacy.

Basic Literacy/Conventional Literacy/Survival Literacy

Literacy at the basic level is roughly equated with Grade 5, or less, reading and writing levels. Literacy at this level is "limited to very simple tasks such as reading and writing one's name and address, recognizing and understanding some social sight words, and writing some simple sentences for communication purposes; an individual unable to perform at this basic level is considered to be illiterate or preliterate (Thomas, 1983, p. 17).

Functional Literacy

There is much debate about what "functional" literacy really means, but in "Western societies, Grade 8 is normally considered as the level necessary for functional literacy" (Cairns, 1983, p. 2). For purposes of this study the term "functional literacy" is equated with Grades 5 to 8 reading and writing skill levels. Some educators consider these skill levels as adequate for tasks such as completing forms and reading to understand certain simple instructions. However, there is general agreement that these skill levels are inadequate for effective functioning in North American society (Cairns, 1983, p. 2; Harman, 1970, p. 227; Heathington, 1987, p. 2; Thomas, 1983, pp. 15-20).

Learning

Learning is a **process** whereby changes in attitudes, skills, knowledge, values, behavior, and ways of viewing oneself and the world occur as outcomes of the individual's interaction with a given context or situation. Thus learning, by definition, always involves change. Learning may be self-defined or other-defined but is inherently individual and never totally revealed or open to observation by others (Davie, 1988, p. 93).

Literacy Learning

Literacy learning refers to the **processes** whereby reading and writing skills are acquired to at least a functional level and whereby changes in related knowledge, skills, attitudes and values, and self-perceptions also occur in conjunction with that learning. Acquisition of skills takes place within contexts which in themselves can be assumed to influence the processes of learning.

Literacy Learners

Literacy learners are those adults who are **actively engaged in literacy learning** programs in Saskatchewan. **Potential** literacy learners are those who could benefit, either in their own perceptions or perceptions of others, from enrollment in literacy-learning activities.

Literacy Tutors/Volunteer Tutors

These terms refer to those individuals from within the community who volunteer to teach (and in some cases are paid to teach) literacy learners how to read and write, usually on a one-to-one basis but also in small groups.

Literacy Programs

In this evaluation, the term "literacy programs" refers to the 15 programs which are funded by the Saskatchewan Literacy Campaign and are the subjects of the evaluation. The term "program" refers to the structure, organization, staffing, teaching/learning processes, learning activities, and other activities encompassed within the scope of literacy coordinators' responsibilities, rather than to a standardized curriculum of studies.

Literacy Coordinators

Literacy coordinators are those individuals who plan, implement, and manage literacy programs included in the study.

Adult Basic Education (ABE)

Adult Basic Education (ABE) in Saskatchewan is a generic term to denote educational programs for adults who may not have completed formal secondary education but who have a desire/commitment to continue their educational development in relation to personal interest and career goals.

As an integral part of the provincial Continuing Education system in Saskatchewan, ABE is a centralized program which provides adults with learning opportunities in the following program areas: literacy development, English as a Second Language, academic studies, employment preparation, and living skills (Saskatchewan Education, cited in Woloshyn, 1989, p. 9).

Tutor-Learner Interactions

This term refers to the verbal and nonverbal communications occurring between tutors and learners during tutoring sessions, and/or in preparation for, or follow-up to, tutoring sessions.

Tutor-Learner Teams/Pairs

Tutor-learner teams/pairs are tutors and learners who work together, usually on a one-tutor-with-one-learner basis or on the basis of one tutor with two or more learners.

Contextual Factors

These refer to the circumstances, characteristics, or factors in a given situation which give that situation meaning and have an influence on individual perceptions, responses, and learning processes within it. Contextual factors are examined at several levels in this study, including provincial, program, individual, and Campaign levels.

Need

A need may be considered as a gap between the individual's present knowledge, skills, behaviors, attitudes, values, or life circumstances, and that which he/she desires or requires for more complete functioning within his/her given situation. Needs may be self-perceived or perceived by others, but ultimately are open to response only when individuals themselves (or others acting on their behalf in the case of limited capabilities) define something as a need for themselves.

Low Educational Attainment/Undereducation

This usually refers to individuals who have not completed their education in the formal educational system. In this study it refers to incomplete schooling below the Grade 10 level.

Aboriginal Peoples/Indigenous Peoples/Indigenous Ancestry

These terms refer to Indian/Native people indigenous to Saskatchewan regardless of national group or legal status (Saskatchewan Public Service Commission, n.d., p. 18).

Native Peoples or Indian/Native Peoples

The terms "Native peoples" and Indian/Native peoples are used interchangeably to refer to groups of indigenous origin, regardless of legal or political distinctions. It includes Status and Non-Status Indians and the Metis (Saskatchewan Public Service Commission [SPSC], n.d., p. 18).

Metis

The term Metis refers to descendants of people of mixed aboriginal and European ancestry (Statistics Canada, 1984).

Disability

In the context of health experience, "a disability is a specific impairment resulting in a lack of function, for example, visual impairment" (SPSC, n.d., p. 12).

Learning Disabled Adults

Learning disabled (LD) adults are normal or above average intelligence, but have a disorder which affects the way in which they are able to take in, retain, and/or express information. The message may not be processed accurately in the brain and information becomes scrambled (Learning Disabilities Association of Canada, n.d.).

CHAPTER TWO: METHODOLOGY OF THE EVALUATION

> *Programme evaluation asks us to reflect on what has occurred, what needs to occur, and the meaning of learning which is occurring. It recognizes that the evaluator is also a stake-holder, whether that evaluator is an original stake-holder such as a student or a teacher, or an external agent who becomes a stake-holder by participating in the life of a programme as an evaluator.*
>
> *... Programme evaluation [is] ... an essential part of the process of learning that goes on within the structure of the community of learners. ... Through the process of programme evaluation we reflect on our individual learning and strive to achieve a shared understanding of the world.* (Davie, 1987, p. 207)

THE EVALUATION RESEARCH APPROACH

This was primarily a qualitative evaluation research project in which quantitative data collection and analyses strategies were also used to extend the data base and to verify findings of inductive analysis.

There are certain common features of qualitative program evaluation approaches which distinguish them from statistical or quantitative studies (Bogdan & Biklen, 1982; Davie, 1987; Guba, 1978; MacLean, 1987; Patton, 1980):

. The research is **discovery-oriented**, concerned with determining what is happening in a given situation, with understanding the points of view and experiences of program participants, and with representing them in their own terms.

. The research is **naturalistic** in that the investigator attempts to understand the programs, the people, and events through direct personal contact with them in their natural settings.

. The research is **holistic**, in that the investigator attempts to understand the programs "as wholes" and to identify their unique and common characteristics.

. The research is **inductive**, in that understanding of the program activities and outcomes emerges from actual experience with the program. As information is gathered the investigator then begins a process of inductive analysis, that is, a search for patterns, themes, and issues which seem significant. Then the investigator focuses on verifying and further describing the patterns which seem to be emerging.

. The research is concerned with the **historical and situational** contexts within which individual perspectives are presented and events are occurring.

- The research is **interactive** in nature. That is, the researcher frequently takes the role of participant as well as observer, engaging in exchanges with program participants and providing feedback as the research proceeds. The researcher attempts to remain open to what is emerging from the research, and plans for design modifications in the research as a consequence of these interactive and open-ended enquiry processes.

- The research focuses on the individuals involved in the programs in various roles, as well as on the program structures and organization.

RATIONALE FOR THE RESEARCH APPROACH

A belief in the appropriateness of a qualitative approach to this evaluation was strongly held by the members of the Literacy Council, who were the clients in this project, and by the investigator. The reasons for this were several:

- The Literacy Campaign was broad in scope, encompassing the entire province. It was focused within specific programs which differ in type, structure, objectives, processes, context, geographical characteristics, and populations to be served. These differences required observation, investigation, and descriptive analysis in order to gain a deeper understanding of the current status of literacy programming in the province.

- The Literacy Council had previously specified that the evaluation was to include examination of: the social and economic conditions and educational needs of learners enrolled in the literacy programs; the nature, scope, and content of instruction provided to learners; learners' own assessments of the programs, of their progress and of their future educational prospects; and agencies' support for learners and views of the success of the programs (SLC, 1987a-1989a, February 1988, p. 8). In other words, Council was most concerned with the learners' perceptions of their needs and experiences and with the perceptions of the programmers. This called for approaches which would focus on observation of learners in different types of settings and which would provide for "hearing the voices of the learners themselves."

- Previously gathered program evaluation and proposal data provided valuable information regarding many aspects of the programs. There was, however, a need for more knowledge about what was really happening within the various programs, particularly in regard to: the processes of working with clients, the contexts within which literacy activities were taking place, the extent to which learners' needs were being met, and the outcomes of the media campaign.

- Program coordinators expressed genuine interest in, and willingness to participate in, an evaluation which could be useful to them in their literacy work, and which could provide qualitative as well as quantitative information. This called for an interactive and cooperative process which enabled the investigator to "hear their voices" and also provide feedback to them during the project.

- The need and value of learners speaking for themselves has been a fairly recent trend in the fields of literacy and women's learning. The need has also been recognized to examine the contextual factors which influence literacy learning, as well as the processes of "finding voice." It was hoped that the research project would contribute to the literature of the field and to increased understanding of literacy learning within the Canadian context, particularly in the Saskatchewan context.

In summary, it was assumed that the people most intimately involved in literacy programs were the best sources of information about what was happening within the programs as a result of the Literacy Campaign. It was assumed that the perspectives of other people - including Literacy Council members, instructors, administrators, policy makers, and representatives of community organizations concerned with literacy - would also provide valuable perspectives and recommendations about the programs, the allocation of resources for literacy, and the effectiveness of the Campaign.

THE EVALUATION TEAM

The research team consisted of the director of the project, the principal investigator, and a research assistant who worked both part-time and full-time on the project for the first 6 months. During the interview phase, four additional interviewers were employed to assist with tutor-learner interviews. One of these interviewers also interviewed representatives of special groups in Saskatoon.

In accordance with Saskatchewan Instructional Development and Research Unit (SIDRU) practice, an advisory team was appointed to advise the principal investigator during the project. These individuals are named in the acknowledgements.

A collaborative, consultative process with other major stakeholders was considered important in determining the direction and methodology of the research. The stakeholders in this "community of learners" included Literacy Council members, coordinators, tutors, and learners.

SCOPE OF THE EVALUATION

The project was broad in scope but selective in focus, that is, concentrated on selected programs and specific aspects of those programs for in-depth study and analysis.

The scope of the project included four specific contexts within which literacy activities were occurring:

. the broad **provincial context** within which the literacy learners reside and the programs are offered

. the specific **program contexts** within which learners are learning, tutors are tutoring, and coordinators are coordinating (or not doing these things)

. the individual **'life' contexts** of the learners and tutors

. the **context of the Literacy Campaign**, that is, within the framework of the mission, goals, and plan of action articulated by the Literacy Council

The scope of the evaluation was expanded twice during the project. Initially the plan provided for in-depth examination of four programs and for personal interviews with approximately 40 to 50 learners and tutors. Consultations with coordinators and the review of program documents suggested that this sampling would not adequately represent the Saskatchewan situation or provide the extent of information requested by the Literacy Council. The scope of the evaluation was thus expanded to include two additional programs. By the end of the study the scope had been expanded a third time to encompass: day-visits to three other programs; interviews with Adult Basic Education instructors who had worked with literacy learners; telephone interviews with coordinators whose programs had not been visited; personal or telephone interviews with representatives of special interest groups; and interviews with correctional center learners, instructors, and administrators.

FOCUS OF THE EVALUATION

The focus of the research was on the structure, processes, and outcomes of the programs and on the effect of the media campaign in increasing tutor and learner enrollments in the programs.

PHASES OF THE EVALUATION

The evaluation was conducted in three phases which are summarized here and outlined in detail in Appendix A.

- **Phase One** - this was a preliminary data collection and assessment period. In this phase the investigator's primary goals were to determine major stakeholders' views about what the study should accomplish and to acquire sufficient understanding of the literacy programs in order to finalize the focus and direction of the research.

- **Phase Two** - the major objective of this phase was to implement the research strategies, collect the data, and begin preliminary analyses.

- **Phase Three** - the primary objectives of this phase were to interpret and analyze the data and prepare the written report.

EVALUATION STRATEGIES

Introduction

While the evaluation plan was qualitative in nature, there was also provision for a "methodological mix" of qualitative and quantitative strategies. The need for this mix did arise with two issues which surfaced during the preliminary data collection phase - changes in tutor and learner enrollments in programs and scope of coordinators' activities. More detailed information was required than it was possible to obtain through qualitative methods and questionnaires were thus developed for each of these aspects.

The component of the study dealing with assessment of the media campaign was entirely quantitative. The evaluation strategies are listed, as follows, and then discussed in further detail:

- review of documents, statistics, and literature
- group exercise with literacy program coordinators
- interpretation and analysis of literacy definitions
- site visits and in-depth review of selected programs
- personal interviews with learners, tutors, coordinators, administrators, instructors, and representatives of special interest groups
- participant-observation experiences in tutor-training sessions, tutor-recognition events, and other activities
- inductive analysis and interpretation of interview and site-visit information
- questionnaires on learner and tutor enrollments in programs and scope of coordinators' activities
- statistical analysis and interpretation of questionnaire data

Review of Documents, Statistics, and Literature of the Field

The document review focused on essential source information on literacy in Saskatchewan and Canada including: Literacy Council documents, literacy program proposals, and program evaluations 1987 to 1988 and 1988 to 1989; and reports of governments, task forces, literacy organizations, educational institutions, and voluntary organizations concerned with adult literacy learning.

The statistical review included review of statistical data and assembling of this data based on statistics prepared by Statistics Canada, Saskatchewan Health, Saskatchewan Education, educational institutions such as Gabriel Dumont Institute, and volunteer organizations concerned with literacy.

The review of the literature included historical source materials, literature, and research reports in the fields of literacy, program evaluation, adult learning, women's learning, and the learning needs of special subpopulations. For practical reasons the literature is referred to throughout this report and in the bibliography, rather than reviewed as a separate chapter.

Group Exercise with Coordinators

Literacy program coordinators are "front line" workers in the literacy programs. It was important to obtain their viewpoints about what they wanted and needed to learn from the research. Accordingly, the investigator attended two meetings of the program coordinators which are regularly held on a bimonthly basis. At the first meeting the research project was explained. A group exercise was undertaken to elicit coordinators' input into the study. The exercise consisted of small group discussions, individual work, and priorization of concerns which are explained in more detail in Appendix C. At a subsequent meeting, the investigator provided feedback on the outcomes of the exercise and on the progress of the project.

The underlying assumptions of this exercise were: coordinators would share commonalities and differences in their priorities about what they wanted to learn in the project, and a group exercise would facilitate identification of commonalities and differences.

Furthermore, from the preliminary survey of the literature and program documents, tutor-learner interactions were identified as a potential subject for examination in the evaluation. By having coordinators focus on this preselected topic it would be possible to confirm the potential need to include it in the evaluation plan.

This exercise achieved its purpose in stimulating coordinators' thinking about the evaluation and obtaining their ideas. It also confirmed the importance to coordinators of examining outcomes of tutor-learner interactions.

Interpretation of Literacy Definition

There were methodological implications of the Literacy Council's definition of literacy. First there was a need to interpret the definition within the theoretical frameworks of the literacy field. This interpretation was presented in Chapter One and is also summarized below. There was also a need to interpret the definition so outcomes of literacy learning could be assessed within the Campaign context. The paradigm below presents the Campaign's definition of literacy and the interpretation developed for the purposes of this study.

Campaign Definition	**Interpretation**
Literacy is:	Literacy is:
. the ability to read and write	. the acquisition of specific skills
. in order to improve	. for purposeful consequences, namely improvement
. one's living and working	. of conditions within conditions life and work contexts

Improvement in living conditions was interpreted broadly to mean any improvement perceived by the learner and/or others in the learner's self-concept, personal life skills, social relationships, quality of life, and living circumstances as a result of being able to read and write better.

Improvement in working conditions was interpreted broadly to mean any improvement perceived by the learner and/or others in the learner's actual work skills, relationships in the work environment, employment status, employment income or employment potential as a result of being able to read and write better.

The underlying assumption of this interpretation was that the most important perceptions of changes in reading and writing skills, and the extent to which those changes were meaningful to the learner, were the perceptions of the learners themselves. However, the evaluation strategies also provided for inclusion of tutors', coordinators', and the investigator's perceptions of learning outcomes.

The SLC definition of literacy refers to learning outcomes in general "nonmeasurable" terms. The "stages of literacy" model was helpful in providing a second frame of reference for exploring changes in reading and writing skills (The Learning Center, Calgary, Alberta, cited in Buckley, 1989, p. 5). In this model grade level reading skills are referred to, but not as the sole criterion for assessing achievement of literacy skills. The model identifies typical learner behaviors which can be expected at each of the three stages of literacy development. These stages are outlined in Appendix D along with appropriate tutor behaviors for each stage.

Site Visits and In-Depth Review of Selected Programs

During **Phase One**, before any sites were visited, a thorough review was conducted of the 1987 to 1988 program proposals and evaluations which had been submitted to the Literacy Council by all 15 programs. These documents contained information on:

- program purposes and objectives
- populations served
- educational needs of learners
- community/learner involvement in programs
- approaches and methods used
- operating budget and funding needs
- program organization
- staffing
- volunteer involvement of profile of literacy students
- resources available

From this program information, similarities, differences, and uniqueness of programs were identified and potential selection criteria were drafted. Preliminary site visits were then made to three programs. These visits focused on identifying other variables of potential importance in the programs and on gaining "field information" needed to finalize the research plans.

Subsequently this information was analyzed in conjunction with that obtained in the exercise with coordinators and in preliminary interviews. When combined, more than 50 potential areas for investigation were generated. The topics were priorized, combined with those specified by the Literacy Council, and used as the basis for formulating the research questions, "crystallizing" the research objectives, and finalizing the selection criteria and Guidelines for In-Depth Review of Programs.

The criteria developed for selecting the programs provided for: types of programs, geographical location, rural-urban populations served, uniqueness, and typicality. These are described in more detail in Appendix E.

The in-depth review of selected programs included provision for assessment of several factors which are outlined in detail in Appendix F and summarized here:

- historical, organizational, contextual, and financial aspects of the programs
- learning and tutoring processes, and outcomes
- program coordination, development, liaison work in communities, and recruitment
- strengths, weaknesses, and visions of the future

- researchers' observations and comments
- funding sources and levels, start dates, coordinators' salary and benefits, and present funding needs

During **Phase Two**, to prepare administrators and coordinators in advance of the evaluation process, a letter of information about the project was sent to presidents, principals, and other key administrators by the managing director of the Literacy Council. A copy of this letter is in Appendix B.

Administrators and coordinators were informed by letter and/or telephone that their programs had been chosen for in-depth study. Coordinators were relied upon to arrange interviews for themselves, administrators, instructors, tutors, learners, and others whom they felt it would be valuable to consult.

Site visits of 1 to 3 days duration were made to nine programs during Phase One. Three programs were visited more than once. The coordinators' cooperation, assistance, and involvement in the review process was excellent and contributed substantially to the project. The total time spent in each site visit ranged from 30 to 55 hours and included the following activities in all programs:

- personal interviews with program personnel and participants
- review of program documents and files, including tutor-training materials, application and registration forms, teaching/learning materials, and historical documents
- survey of centrally located facilities and resources
- visits to locations other than the central program locations
- collection of program materials such as tutor-training information, samples of publicity, and examples of tutor and learner profiles
- recording of all information gathered; large binders were assembled in advance for each program and included provision for storage of audiotapes

Additional activities were undertaken in some programs. These included: visits to learning centers, to correctional centers, and to organizations with special interests in literacy; participation in tutor-training sessions and special tutor events; and interviews in distant locations.

Limitations of site visits included the following:

- Not all programs were visited although this would have been preferable due to the uniqueness of each program.
- Time and distance limitations imposed some restrictions on the amount and depth of data collection possible at each site. One week at each site would have been preferable and would have permitted contacts with community members and board members of sponsoring organizations.

- Seven visits were made by the investigator and two by the research assistant. A larger research team would have facilitated simultaneous review of programs and more timely analysis of the program information.

Personal Interviews

Interviewers included the principal investigator, the research assistant, and four additional interviewers who were hired for that purpose. All interviewers had previous interviewing experience.

The interviewees were classified into one of two categories: those who were directly or indirectly involved with the literacy programs under study (program-linked individuals); and others, who included Literacy Council members, government personnel, correctional center personnel, and representatives of special organizations.

Selection of Participants for Interviews

In accordance with qualitative research methods, the priority concern was for adequate representation of a range of participants rather than concern with large numbers of participants. However, by the end of the study a large number of individuals had been included in interviews.

Tutors and learners were selected for interviews through a **purposive sampling approach**. Coordinators were relied upon to select and approach candidates who best reflected the range of literacy learners and tutors in their programs. There were two major reasons for this approach:

- It was essential to honor the confidentiality inherent in the volunteer tutor programs. Learners are assured of confidentiality when they enroll and in many instances, only the coordinators and tutors know who the individual learners are.

- The limitations of time and the number of programs to be included would have made it very difficult to select tutors and learners from a distance, and also may have resulted in low rates of willingness to participate. Coordinators' personal contacts with tutors and learners were felt to be important in eliciting favorable responses to the project.

In advance of the site visits, coordinators were asked to approach tutors and learners who would be representative of:

- different lengths of time spent in the program

- both genders in different age ranges

- urban and rural residents

- English-as-a-Second-Language (ESL) and non-ESL participants whose situations were particularly unique, and those whose situations were representative of many other enrollees within their communities

- program leavers

Coordinators were also requested to arrange for the following types of interviews whenever possible:

- individual learners and individual tutors
- tutor-learner pairs
- "focus-groups" of learners and of tutors, that is, groups of three or more individuals to be interviewed as a group

Some interviewees were also selected by the investigator, during participant-observation experience. For example, during the Regina Public Learners' Conference, learners were told about the research project and were asked to put their names on a list if they wanted to participate in interviews. Twelve learners put their names on a list. Three of them were interviewed.

ABE literacy learners and correctional center learners were selected by another method. In these situations, instructors informed their classes about the project and requested the participation of interested volunteers. Willing learners were subsequently interviewed in focus groups and three learners agreed to individual interviews as well.

Sixteen **literacy program coordinators/facilitators** were interviewed using a complete sample approach for this group. Nine were personally interviewed during site visits, usually in two separate sessions of 1 to 2 hours duration each. Telephone interviews were conducted with the remaining six coordinators at the end of Phase Two.

Other individuals were approached for interviews such as administrators, instructors, and others were selected using a purposive-sampling approach. In some instances, coordinators were asked to suggest individuals in related program areas who could provide perspectives on literacy learner needs and the effects of the Campaign. In other situations the investigator or other interviewers approached specific individuals.

Interview Preparation

Open-ended, semi-structured interview guidelines were prepared for the different types of interviews to be held with tutors and learners. **Guidelines for In-Depth Review of Programs** were used for coordinator interviews. The **informal conversational interview** approach was also used with coordinators during informal gatherings, and with administrators and instructors.

Data collection forms were devised for collecting demographic data on individual tutors and learners. **A recording form** was devised for recording the numbers, types, and lengths of interviews conducted for each program. **Consent forms** were devised for tutors, learners, administrators, and representatives of special groups. **Letters of information** were developed and sent to interviewees after their consent to participate was obtained.

Interviewers attended a half-day training session and were provided with audiotapes, resource materials on interviewing, interview guidelines, and recording sheets. Interviewers used either their own or borrowed tape recorders for the interviews.

Letters of information were sent to tutors and learners once the coordinators had obtained their consent to participate.

Conduct of the Interviews

Interviewers were given the names and telephone numbers of the interviewees and made their own arrangements with them for the time and place of interviews. Interviews were held in various places, including libraries, learning centers, private offices, and tutors' homes. Only two learner interviews were conducted in learners' homes.

Interviewers introduced themselves, briefly explaining the project and the reasons for the interviews. Interviewees were given opportunity to ask questions about the project, and to agree or disagree with the use of the tape recorder. Signed permission to use interview information was obtained at the outset or at the end of interviews with tutors and learners. Letters of thanks were given or mailed to the participants after the interview.

Interviews ranged in length from 20 minutes to 1 1/2 hours. The majority were recorded on audiotapes. Where this was not feasible, or the participants would not consent to a taped interview, interview notes were kept. Interviewers summarized the tapes in written notes and returned the tapes and notes to the investigator. Most of the Phase Two interviews were conducted during the period April 1 to July 31, 1989. A few final interviews were conducted in Phase Three.

Outcomes of Interviews

In total, 258 people were interviewed or consulted during Phases One and Two of the study. Of these:

- 96 were learners in volunteer literacy programs and ABE literacy programs
- 72 were tutors in volunteer literacy programs
- 16 were literacy coordinators/facilitators
- 22 were instructors in literacy/learning center and ABE programs
- 52 others included Literacy Council members, program managers and counsellors, administrators, government personnel, and representatives of special groups

Tables 1 and 2 provide further details about the numbers and types of individuals who were interviewed during the project.

Limitations of interviews included the following:

- Inability to interview program leavers, that is, learners who had left tutoring programs for unknown reasons. Contact was made with 4 such learners, but only 2 of these learners appeared for interviews. In both cases, the learners had been in the Regina Public Library program and were awaiting reentry to the program. During interviews in other programs, we encountered 3 learners who had left previous tutoring experiences for various reasons, including

Table 1

Numbers and Types of Literacy/ABE Program-Linked Interviewees

Individuals	**No. of Individuals**
Learners in volunteer literacy programs	66
Learners in ABE literacy programs	30
Tutors in volunteer literacy programs	72
Instructors in literacy/learning center and ABE programs	22
Literacy program coordinators	16
Related program coordinators/program managers/counsellors	5
Principals/presidents/regional directors	6
Library administrators	13
TOTAL	230

Table 2

Numbers and Types of Interviewees Representing Special Groups and Governments

Representation	**No. of Individuals**
Literacy Council	7
Saskatchewan Education	6
Indian/Native Organizations	4
Francophone Organizations	1
Immigrant Women/Open Door Society	2
Saskatchewan Learning Disabilities Association	1
Saskatchewan Abilities Council	2
Futuristic Industries	1
Provincial Corrections/Federal Penitentiary/Psychiatric Center	4[a]
TOTAL	28

[a] This number includes only administrative personnel. Correctional center instructors and tutors are included in the counts in Table 1.

dissatisfaction with tutors. These learners had reentered tutoring programs and were satisfied with their current tutors. We were unsuccessful in securing learners who had left tutoring programs and had not reentered because of negative experiences.

- Underrepresentation of ESL learners and learners with physical handicaps. Time restrictions prevented consultations with interest groups who represent people with physical disabilities including those with visual, hearing, and physical limitation problems. There is a distinct need for further exploration of the literacy learning needs of these groups.

- Quality of some of the audiotapes. In four instances, either the tape recorder or the audiotape was of poor quality, thereby interfering with satisfactory transcriptions and analysis of the interview. Quality control was a problem in these four interviews, due to lack of privacy or background noise in the interview situation; due to the individual's inability to understand, or respond adequately to the questions; or the interviewers' difficulties in posing questions in an appropriate manner for the particular learner.

- More data were collected than could be analyzed within the existing time frame and resources of the project. These data are a rich resource for additional research, however, particularly in the area of tutor-learner relationships and learning outcomes.

Participant Observation Experiences

Participant observation experiences enabled the investigator and other interviewers to engage in informal interaction as well as systematic observations at tutor-training sessions, tutor-appreciation events, learner conferences, and tutor-learning sessions. While much of the information collected in this manner was anecdotal, it was also valuable in assessing contextual factors and in gaining information about needs and attitudes of program participants. The anecdotal notes and observations from these experiences were included in the inductive analysis of program information. A detailed list of these activities is included in Appendix A.

Limitations of participant-observation experiences in tutor-training sessions and tutor-appreciation events were those of limited time. More extensive experiences of this type would have been beneficial in drawing additional conclusions about these aspects of the programs.

Questionnaire on Learner Enrollments and Tutor Registrations

Accurate information on learner enrollments and tutor registrations in literacy programs was extremely difficult to obtain and proved to be a formidable challenge. A close examination of program documents and of enrollment figures periodically provided to the Literacy Council disclosed many inconsistencies in the recording and reporting of enrollment information. There was no standardized reporting format across the province nor did the programs necessarily maintain consistency in reporting from year to year. There was also an attitudinal element involved in the reporting of enrollment data. Some coordinators perceived the Literacy Council to be concerned only with "numbers" and not with the variables that influenced learner enrollments and tutor registrations. They had frequently felt rushed in responding to requests for enrollment information. Sometimes this resulted in provision of figures which were readily available but not necessarily representative of the complexities of their current situation.

An enrollment questionnaire was constructed which could be readily completed by the coordinators and which would provide accurate information on enrollments during the first 15 months of the Campaign. Considerable time was spent in devising a draft questionnaire. When tested, however, it was found to be unsatisfactory. Due to other pressures, work on the questionnaire was suspended for a period of time and was attempted again after preliminary site visits. A second, two-part questionnaire was developed in which we attempted to obtain the following information:

- changes in the number of learners enrolled and tutors registered during the first 15 months of Campaign funding to programs
- the number of program leavers during the first funding year
- non-ESL and ESL tutor and learner registrations and enrollments
- variations in enrollments in different types of tutoring activities such as learners working one-to-one with tutors, learners waiting matches with tutors, learners working in small groups/class situations, and learners working with both tutors and small groups/classes

Questionnaires were distributed during site visits or by mail in May, 1989, to 13 volunteer tutor programs. Coordinators were asked to complete the questionnaires within 2 weeks and to request assistance by telephone as required. All but 2 of the coordinators completed the questionnaires.

The remaining 2 questionnaires were completed by the investigator through follow-up telephone contacts with the coordinators and reexamination of program documents.

Limitations of enrollment questionnaires were several:

- Timing was problematic for the coordinators in two ways: timing of the questionnaire distribution and time and effort required to complete the questionnaires. Due to many differences in ways of recording and storing enrollment information, retrieval of data was difficult for some coordinators. As for the timing, the investigator had deliberately withheld distribution of the questionnaires until May because the March/April period was a heavy workload period for most coordinators. By the time the questionnaires were received by coordinators, many were preoccupied with end-of-year activities. Some were also in the process of finishing their term appointments and taking early vacation due to the accumulation of overtime hours during the year. In actual fact, it would have been easier for most of the coordinators to have completed enrollment figures at the same time as they were completing evaluations and funding proposals for the Literacy Council.
- Three coordinators interpreted instructions incorrectly or registered the information in an incorrect manner. The interpretation of the data and the time required to verify figures were also time-consuming for the researchers.

- The questionnaire did not include provision for the number of program leavers during the period January 1 to March 31, 1989, thus the total enrollment figures up to March 31 cannot be considered completely accurate.

- The questionnaire focused on **new** learner enrollments and tutor registrations during the 6-month periods in 1988 and the first 3 months in 1989. Tutor and learner enrollments were constantly fluctuating and some coordinators tried to accommodate these fluctuations while others did not. Most programs did not have accurate figures on program leavers, if they had any figures at all, thus, some of the total program enrollment figures may also have been inaccurate.

Questionnaire on Coordinators' Scope of Activities

During the preliminary phase of the project, coordinator workload and scope of coordinator activities emerged as a potentially significant issue for further exploration. Information gathered from program proposals and evaluations indicated that up to 25 types of activities were regularly engaged in by program coordinators. Observations and informal discussions with coordinators suggested that their workloads were very heavy and that they were beginning to experience stress as a result. It was decided to gain additional information through a questionnaire on the scope of coordinators' literacy program activities. The questionnaire was designed to elicit information about the following aspects of the scope and levels of coordinators' typical activities during the 3-month period January 3 to March 31, 1989:

- coordinators' estimation of their time spent in four clusters of activity:
  - intake and tutor training
  - monitoring and follow-up of tutors and learners
  - program coordination and resource development
  - program publicity and resource development

- coordinators' perceptions of magnitude of changes in levels of activity over the previous year and the reasons for changes

- coordinators' perceptions of activities they would retain and activities they would delegate to others if additional help was available

- other information they could offer about workload

The questionnaires were distributed to all program coordinators in March and were completed and returned by the end of April.

Limitations of coordinator questionnaire were:

- In responding to the item "time spent in clusters of activities," a few coordinators perceived the questionnaire to reflect total program time through the year, rather than their own time within the given 3-month period.

- Four coordinators considered their own time as well as time spent by others in certain activities, but did not necessarily differentiate time percentages for each person. Two coordinators included time spent on the PALS Project as well as on the volunteer-tutor programs. Thus time allocations could not be completely, accurately summarized.

Inductive Analysis and Interpretation

In **Phase One**, information gathered through the exercise with coordinators, preliminary interviews, and site visits was sorted, analyzed, and categorized into emergent themes, predominant concerns, and specific issues which should be included in the Phase Two Evaluation Strategies. The selection of items was based on these factors:

. The frequency with which the issue was expressed within a particular subgroup and among subgroups. For example, literacy as a definitional issue emerged early in interviews with Council members, coordinators, and tutors. One of the most frequently asked questions at this phase was "How are you defining literacy?"

. The investigator's perception and subjective judgements of the importance or "weight" of emergent items. For example, among learners the two most consistently expressed concerns were: why more funding was not available for literacy and why literacy programs were not offered full-time. Another example of an emergent item was the coordinators' scope of activities and workload, as previously discussed.

. The major issues and themes arising from the analysis were:

  - the definitional issue: there were varying viewpoints on definitions of literacy and philosophical aspects of who decides what learners' "need"

  - the target group issue: there were varying opinions about the needs of "target groups," and concerns with unnecessarily "slotting" or "ghettoizing" individuals into subgroups

  - access, availability, and opportunity for continued learning, and length of stay in programs: there was concern with availability and accessibility of programs, funding factors which may limit access, opportunities for continued learning, and learners' lengths of stay in programs

  - learners' needs and goals, and tutoring relationships: there was concern with the extent to which learners' needs were being met, including the needs of special subgroups; with criteria and processes for matching tutors and learners; and learners' perceptions of benefits and barriers of volunteer tutoring

  - tutor training, matching, monitoring, and continued learning of tutors: predominant concerns of coordinators included the effectiveness of tutor training and of support materials provided for tutors, problems tutors encounter, how they solve them, and their needs for follow-up

  - roles and responsibilities of literacy coordinators, organizational and political concerns about the Literacy Campaign, and funding of literacy programs: organizational/political concerns and funding of literacy programs were predominant among coordinators, how the literacy programs were working and the effects of the media campaign on the programs were predominant concerns of Literacy Council members

In **Phase Two**, information gathered through site visits and interviews was sorted, categorized, and analyzed in the following ways:

- By each program:
  - All interview and other information was first analyzed by program. Data were examined for congruence and for differences in perceptions among various individuals concerned with each program.

- Across programs:
  - Program information was collectively analyzed according to the categories in the guidelines for site visits and interviews.

- By subgroups:
  - Interview data within each of the subgroups were examined for consistencies and uniqueness, primarily using the categories contained in the interview guidelines. Additional categories were constructed for emergent data from the interviews.

Limitations of analysis were those of time, personnel, and resources for the project which influenced the depth and breadth of the analysis. As is often the case in qualitative research, much more information was collected than was possible to analyze. The analysis required the time of at least two investigators, rather than one, and research assistance for a longer period of time.

Statistical Analyses and Interpretation

There were several sets of data for which review of statistics and basic descriptive statistical analyses were required:

- questionnaire data and demographic data on learners and tutors

- estimation of populations of need for literacy learning and other statistics

- survey data on the media campaign

Each of the above are now briefly described.

Questionnaire and Demographic Data

These data were hand-tabulated and analyzed using basic descriptive statistical methods such as tabulations of frequencies and percentage calculations.

Estimation of Populations of Need for Literacy Learning and Other Statistics

Statistical tables and figures were prepared for the study in an attempt to statistically describe estimated populations and subpopulations of need for literacy learning in Saskatchewan. The major sources of information for this analysis were: a set of summary tables entitled, **Regional Planning Profile**, produced by the Department of Policy and Planning, Saskatchewan Education (1989b), and a special geographically coded run on 1986 census data which was done by Statistics Canada Custom Service Products for Saskatchewan Education, November 3, 1988[1] (Statistics Canada, 1988b).

As previously defined, **the estimated populations of need for literacy learning (EPN) refers to individuals ages 15 years of age and older who have not attended school beyond the Grade 8 level according to 1986 census data for Saskatchewan.** For purposes of comparison with 1981 census data, the numbers contained in the tables and figures developed for the study all refer to 1986 census population. The numbers represent **conservative estimates** of adult populations of need and considerable caution must be exercised in the interpretation of these statistics for the following reasons:

. **Differences in the way 1981 and 1986 census data were collected**. In 1981, the census differentiated between adults 15 years of age and over who **were not in school** from those who might have been in school, when referring to educational attainment levels. This is reflected in the titles of the 1981 census tables. The 1986 census data, however, failed to provide for a "not-in-school" qualifier when asking questions related to educational attainment. This is reflected in the titles of 1986 census data. It is quite possible, then, that some percentage of adults who had not attended school beyond the Grade 8 level in 1986 could have been engaged in some form of postsecondary education, or could have completed higher grade levels as adult education students. There may be several inaccuracies, therefore, in the 1986 estimates of individuals 15 years and older who have not attended school beyond the Grade 8 level.

. **Differences of opinion among various government departments about the number of aboriginal people in the province**. The 1986 census data states that 77,650 people of Indian/Native ancestry live in Saskatchewan. However, Indian and Northern Affairs Canada (INAC) estimates the number to be 116,500 and further differentiates them as follows: Status Indian, 59,000; Non-Status Indian, 9,500; and Metis, 47,000 (Indian & Northern Affairs Canada cited in Saskatchewan Education 1988c, pp. 7-10).

. **Differences in accuracy of other various data sources.** Various government departments within the province of Saskatchewan annually prepare statistics on various factors. These are a somewhat more reliable source of statistical data than 1986 census data inasmuch as they are current and represent fluctuating conditions within the province on a yearly basis. Two cases in point are as follows: Saskatchewan Education annually prepares a *Saskatchewan Demographic, Economic and Labor Market Overview*; and Saskatchewan Health annually prepares current statistics on the *Covered Population* (Saskatchewan Health, 1988), that is, the population covered by Saskatchewan Health Insurance. Since these documents provide more current information than the 1986 census, they have also been used as information sources for this report. In some instances numbers from these sources differ from the census data used in tables and figures presenting estimated populations of need.

Survey on the Effectiveness of Media Campaign

The Sample Survey and Data Bank Unit (SSDBU) of the University of Regina was contracted to assist with the evaluation of advertising intended to attract adult learners and volunteer tutors to the province's literacy programs (Scott, 1989).

The Literacy Advertising Campaign, organized under the direction of the Literacy Council and Saskatchewan Education, consisted of ads for television, radio, and newspaper. Three different advertisements for radio and television, and one advertisement for print were produced by Dome Advertising of Regina. The ads were scheduled to air, province-wide, during September and October, 1989. The following key objectives were identified for the evaluation:

- to estimate the proportion of the adult population who are aware of the province's literacy program
- to estimate the proportion of the adult population who had seen or heard one or more literacy ads sponsored by the Literacy Council, Saskatchewan Education, and/or IBM Canada
- to estimate the proportion of the adult population who had seen or heard each of the 7 different ads (3 radio, 3 television, 1 print) and explore the extent to which respondents are able to recall details regarding the content of each of the advertisements
- to explore respondents' perceptions of the ads and, in particular, to determine the degree to which ads were considered informational, encouraging, and/or motivating
- to estimate the number of people who are considering either enrolling in the program as learners or volunteering as tutors and to explore what, if any, influence the ads might have on their decision to participate in the program
- to determine the degree to which the Campaign was successful in reaching two specific target audiences - single women with children and Indian and Metis people

Since the Campaign was province-wide in scope, a sampling strategy which would yield results representative of all Saskatchewan residents was deemed most desirable. Preliminary budget estimates, however, indicated that the cost of a province-wide survey would be prohibitive. For this reason, it was agreed that the evaluation would be conducted using a much smaller sample, representative of Regina residents only. It was understood that, given a sample of this type, results from the evaluation could not be generalized to the Saskatchewan population with any precision. Nonetheless, it was hoped that the evaluation might serve as a "rough indicator" of ad penetration and reception, especially among urban audiences.

Interview Design

Five key areas of inquiry were included in the interviews: literacy and literacy ad awareness, recollections about and perceptions of ad content, potential involvement in the literacy program, public education and literacy program development, and demographic characteristics.

The interview was designed to provide for frequent changes in pace and contained a mixture of open- and closed-ended questions. It was estimated that it would take between 5 and 10 minutes to complete over the telephone.

A description of the project, including a final draft copy of the interview, was submitted to the Ethics Review Committee of the Faculty of Graduate Studies and Research and considered acceptable without revision.

Pretest Interview

The pretest interview began with a section on literacy and literacy advertising awareness. This section included questions regarding the extent to which literacy has become more or less of a problem over the last decade, possible reasons for any perceived change, awareness of government sponsored literacy programming, and exposure to literacy ads during the past month.

Respondents who had seen or heard literacy ads were asked what they could recall about the content of the ads, who the sponsors were, and the extent to which they found the ads informative and encouraging. Respondents who **were** aware of literacy programming were asked whether they would participate in the program as learners or as a volunteer tutors. If they said "yes," they were asked what in the ads encouraged them to do so, and how they might get in touch with the program.

All respondents were asked who they would contact to find out more about Saskatchewan's literacy program, whether they think public education about literacy should be increased, decreased or stay the same, and for suggestions which might help to improve literacy in Saskatchewan.

The interview closed with a series of demographic questions, including: age, sex, marital status, household composition, ethnicity, completed education, current labor force status, occupation, and family income.

Pretest interviews were conducted by 9 interviewers and supervised by 2 Unit staff. The interviewers all had considerable experience interviewing for SSDBU and/or Statistics Canada, and were selected on the basis of their ability to offer constructive criticism of question content and format. The interviewing team consisted of 7 women and 2 men, ranging in age from approximately 22 to 45 years. Interviewers received 1 1/2 hours of formal training prior to conducting interviews.

The sample of telephone numbers for pretest interviews was selected from the Regina Telephone Directory using a random number selection program designed for that purpose. The program generates a list of random column and row numbers in a directory. Specified numbers were transcribed from the directory to a database and subsequently printed on to labels. A procedure to replace known business or children's numbers with residential numbers was adopted at the transcription phase in order to ensure that the final sample contained residential numbers only.[2]

Completion and refusal rates for the pretest were 45% and 15%, respectively. Although the refusal rate compared favorably with rates achieved in other general population surveys employing the telephone interview technique, the completion rate was low. Since the main purpose of pretest interviews was to evaluate the performance of the interview only, interviewing was continued after an arbitrary goal of 50 completions had been reached. Remaining telephone numbers were, therefore, not "worked" the way they would typically be during a main field study, i.e., no attempt was made to contact remaining numbers after the targeted 50 interviews had been completed.

A debriefing session was held after interviewing on the evening of September 14th. The session took the form of a round table discussion where interviewers were asked to raise any problems they may have noticed with respect to the instrument or the field procedures, no matter how minor these problems may have seemed to them. The interviews were reviewed systematically on both a question-by-question and section-by-section basis. Most revisions made to the interview were the direct result of this review process, although additional modifications arose from subsequent consultations with representatives from SIDRU, the Literacy Council, and Saskatchewan Education.

Main Field Sampling Procedures and Implementation

The sample used for main field interviews was generated at the Institute for Social Research, York University, using a computer program designed for random digit telephone number selection. The program generates numbers with a three digit prefix, selected at random from a listing of operational Regina prefixes, and a random four digit suffix.

Based on an estimated "hit rate[3]" of 25% for "pure" random digit samples[4] and the Unit's average completion rate of approximately 80% for telephone surveys, it was estimated that a sample of 2000 numbers would be required to obtain the 400 completions necessary to make inferences about the Regina population at the 95% confidence interval (+/- 5%). However, due to a lower than expected hit rate and higher than expected refusal rate, the original sample of 2000 was found to be insufficient and was supplemented with an additional 139 numbers. These additional numbers were selected at random from the Regina Telephone Directory, employing the same technique used to select pretest sample numbers.

Main Field Interviewing

The cover sheet used for main field interviews was very similar to that used in pretest. It contained a technique for selecting male and female respondents within households which was identical to that used for pretest interviews. The most significant modification to the pretest cover sheet was to raise the minimum age for respondents to be considered eligible from 15 to 18 years. This revision was motivated entirely by ethical considerations. Individuals who are less than 18 years of age are legally regarded as children and, hence, properly require the consent of a parent or guardian to participate as subjects of social science research.

The content of the main field interview schedule was similar to that of the pretest with modifications based on consultations previously described.

Main field interviews were completed by 13 experienced interviewers, 6 whom had earlier participated in the pretest for this study. The interviewing team consisted of 11 women and 2 men, ranging in age from approximately 22 to 45 years. As during pretest, interviews were supervised by two Unit staff. All interviewers received 2 hours of formal training prior to interviewing.

Interviews were conducted within one week on Sunday to Friday evenings, between 6:30 and 9:30 p.m. The interview schedule is contained in Appendix I.

Main Field Sample Disposition

The disposition of the main field sample is described in Appendix J. Both the completion rate (68%) and the refusal rate (20%) are within the acceptable range for surveys of this type (Babbie, 1986; Bailey, 1978). As noted above, although acceptable, the refusal rate for this study was somewhat higher than anticipated. Several factors may account for this, including the following:

- over 50% of calls were made during evenings on which World Series baseball games were being televised

- perceptions that literacy problems affect a certain "subculture" which potential respondents often felt unqualified or simply reluctant to comment on

- increasing resentment toward telephone surveys in general, due to the proliferation of such surveys in recent years, as well as the increasing frequency of telephone campaigns to solicit charitable donations

SUMMARY

The methodological mix of strategies in this study yielded a great quantity of information on the programs, the learners, and the outcomes of the Campaign. Readers may wish to move directly to these findings which are contained in Chapters Four to Six.

A frequently asked question in this study, however, was "why are there so many people in Saskatchewan who cannot read and write?"

In attempting to answer this question the investigator could find no comprehensive overview of the reasons or of the history of adult literacy development in the province. Aside from Thomas' (1976, 1979, 1983) excellent documentation of activities and programs since the 1960s, there was little to go on.

Yet, if we are to fully understand the present situation and have some basis for interpreting the findings, the historical and cultural contexts are important. Every province has its own history and characteristics and Saskatchewan is no exception. In fact, as is pointed out in Chapter Three, Saskatchewan is rather unique. If a journey down a side path is preferred, Chapter Three provides pieced-together pictures of the historical, cultural, and current provincial contexts for literacy learning.

CHAPTER THREE: THE PROVINCIAL CONTEXT FOR LITERACY LEARNING

> *Saskatchewan is a distinctive entity - a province not like the others - more interesting, less easy to explain. The fact that it must be explained to be appreciated is part of its distinctiveness.* (John Archer, 1980, p. 247)

Saskatchewan is notable, even famous, for the contributions of its people to the arts, humanities, sciences, law, politics, economics, health, social services, and perhaps, above all, to the world's breadbasket which it has filled with outstanding prairie wheat.

Yet, among the western provinces, Saskatchewan is estimated to have the highest number of adult citizens who cannot read and write with ease. In the 1986 census, 19.2% of Saskatchewan adults who were 15 years of age and older (144,130) had not attended school beyond the Grade 8 level. Although this represents a drop of 12.5% since the 1981 census, it is significant in being the fifth highest level of estimated illiteracy among all the provinces of Canada (Statistics Canada, 1988b).

A sizeable percentage (44.4%) of these adults are 65 years and older, while another 34.9% are between the ages of 45 and 64 as illustrated in Table 3 and Figure 1.

Table 3

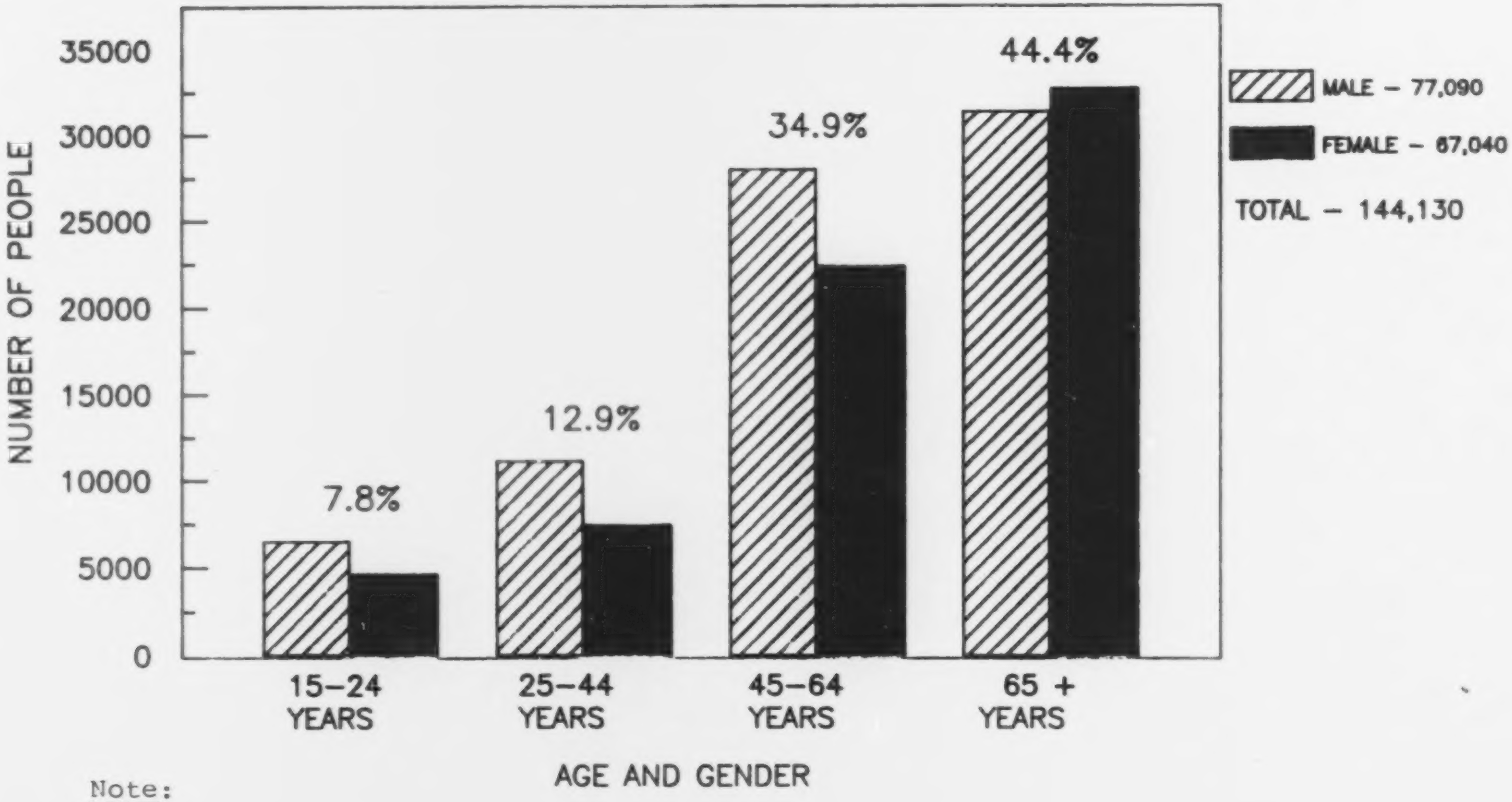
Saskatchewan Populations 15 Years of Age and Older who Have Not Attended School Beyond the Grade 8 Level According to Combined Age Categories

Age	**Number**	**%**
15-44 years	29,775	20.7
45-64 years	50,340	34.9
65 & older	64,015	44.4
TOTAL	144,130	100.0

To understand the need for literacy programs and the nature of the populations they serve, it is helpful to know something of their historical origins and their present provincial and demographic contexts. Also significant are recent changes in the organization of the postsecondary institutions and the current system of Adult Basic Education and literacy program delivery in the province. This chapter provides an overview of these contextual factors. Special attention is given to

Figure 1

Saskatchewan Populations 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level According to Age Groups and Gender (1986 Census)[1]



Note:

[1] Numbers rounded off to nearest 100 (Total 144,130). Percents represent both males and females.

historical aspects of adult learning and literacy development in the province. First, we will briefly examine some facts about the province as it is now.

THE PROVINCE NOW

Geographical Context

The province of Saskatchewan lies in the heart of Canada between the provinces of Manitoba and Alberta. The total area of the province is 651,900 square kilometers. Of this, the northern third is underlain by Precambrian rock and covered by forest, lakes and rivers, and muskeg. The southern two thirds is relatively level plain banked in the southwest by the forested Cypress Hills and extending, in the southcentral and southeastern regions, to the sandhills and rock formations known as the "Badlands" (Government of Saskatchewan, n.d.; Hattori, 1987, pp. 10-11).

Saskatchewan is primarily an agricultural province. Approximately 46% of the land area is farmland, and agriculture is one of the largest single sources of income in the province. Farming is concentrated in the "green belt" - the broad, rolling, agricultural and parkland zone - which separates the northern forest from the flat plains of the southcentral region. There is also some farming and ranching in the southwestern regions and in the southeastern regions although these are areas notorious for drought. In 1986, there were 63,431 farms with an average farm size of 1,036 acres in Saskatchewan (Saskatchewan Agriculture & Food, 1988, p. 1).

Forest covers approximately 54% of the province's land area and is the most abundant renewable resource. As well, Saskatchewan contains significant reserves of potash, oil, natural gas, and coal in the south and uranium in the north (Government of Saskatchewan, n.d.; Province of Saskatchewan, 1989b, pp. 5-7; Saskatchewan Education, 1988c, pp. 1-5).

The area commonly referred to as "the North" corresponds roughly to the area of the province north of the 54th parallel once known as the Northern Administration District. Hunting, fishing, trapping, mining, milling, and hydroelectric power are part of the economic base. The population is sparsely distributed over a vast area of 125,000 square miles. Many of the small communities, including Indian reservations, are accessible only by plane or boat. During the winter season snowmobiles are often the vehicle of choice (Government of Saskatchewan, n.d.; Province of Saskatchewan, 1989b, pp. 5-7).

The climate in Saskatchewan is highly variable within four distinct seasons. Temperatures range from 40^{0}C in summer to more than -40^{0}C in winter. Drought has frequently been problematic for the southern part of the province and "Blinding blizzards and violent summer thunderstorms are characteristic, as are the ubiquitous and often devastating winds for which the prairies are so well known" (Hattori, 1987, p. 11).

Population Distribution

Most of Saskatchewan's 1,044,150[5] people live in the southern two thirds of the province. In June 1988, 66% of the total Saskatchewan population was residing in urban centers of 1,000 or more people (Saskatchewan Education, 1988c, p. 5). The two largest urban centers, Regina and Saskatoon, have populations of 179,400 and 183,487, respectively. The ten smaller cities, in descending order of size - Moose

Jaw, Prince Albert, Swift Current, Yorkton, North Battleford, Estevan, Weyburn, Lloydminster, Melfort, and Melville - range in population from 35,552 to 5,353. Saskatchewan's rural population, including those people living in towns, villages, hamlets, and other settlements, farms, and Indian reservations steadily declined between 1976 and 1988, particularly among those 25 to 29 years of age (Saskatchewan Education, 1988c, 1989a; Saskatchewan Health, 1988).

Population Composition

Hattori (1987) notes that Saskatchewan is the only province in Canada in which the combined English- and French-speaking populations do not constitute a majority of the population. The province's unique history of immigration and settlement patterns have contributed to a multicultural, ethnic base. Today only 40% of the nonaboriginal population is of British descent. The remaining ethnic groups are 20% German and Austrian, 10% Ukrainian, 7% Scandinavian, 6% French, and small numbers of Russians, Poles, Dutch, and others of Asian extraction (Statistics Canada, 1989b, p. 14).

The exact number of people of aboriginal ancestry in the province is a matter of debate. It is thought to be closer to the 116,500 or 11% of the total population estimated by Indian Affairs agencies, than the 75,000 or 5.5% cited in 1986 census data (G.K. Jarvis, cited in Saskatchewan Education, 1988c, p. 7; Saskatchewan Indian and Northern Affairs Secretariat).

It was not until the mid-1980s that Saskatchewan's population exceeded 1,000,000 people. There has, however, been a marked trend toward rural depopulation and increased urbanization and outmigration in the province within the past several years, particularly among males less than 45 years of age. In 1986-1987 88% of those leaving Saskatchewan were less than 45 years of age (Saskatchewan Education, 1988c, pp. 1-3).

As of 1988 in Saskatchewan, 137,520 individuals, or 13.6% of the total population, were termed "disabled" (Statistics Canada, Catalogue 82-810, cited in Saskatchewan Education, 1989a, p. 43). Of 127,100 adults age 15 years and older who reported disabilities, 47,230 claimed a single disability. A substantial number - 78,870 - claimed two or more disabilities which may have included learning, developmental, emotional or psychiatric disabilities, or visual disabilities (Statistics Canada, 1988a, pp. 31, 35). Of those 66,190 disabled persons who are between 15 and 64 years of age, 16,480 or 24.8% reported having 8 years of schooling or less; and 24,920 or 37.6% are unemployed because of disability (Statistics Canada, 1988a, Table 4). In Saskatchewan, as elsewhere, educational attainment and employment levels of adults with disabilities tend to be much lower than those of the general population, especially among men (Gower, 1988; Statistics Canada, 1988a, Table 4, Table 4.3, p. 35).

Immigration

Immigration in Saskatchewan has remained at a relatively low level in recent years and is predominantly from non-English speaking countries. Of 1,956 foreign-born individuals of all ages who came to Saskatchewan in 1986, 1987, 815 were refugees from the Middle East, Europe, Central and South America (Employment & Immigration Canada, 1987, p. 54). In 1986 the intended destination of landed immigrants appeared to be higher for Regina and other centers in Saskatchewan than for Saskatoon. Slightly over one quarter (25.3%) of landed immigrants were

Asian, either from Vietnam or Hong Kong, while 10.2% (190) gave Poland as their country of origin (Employment & Immigration Canada, 1988, pp. 22, 68).

Employment and Income

Employment data (Labor Force, 1989) show that of the average of 451,000 people employed in Saskatchewan in 1988, 78,000 were employed in the agricultural industry, 12,000 were employed in resource industries, and the remaining 361,000 were employed in areas such as manufacturing, construction, communication and utilities, trade and finance, insurance and real estate, the service industry, and public administration.

Saskatchewan has one of the highest poverty rates in Canada with an unemployment rate of approximately 8%. Youth unemployment is high at 14.3%. Two thirds of Saskatchewan families have annual incomes of $17,000 or less. There were approximately 90,000 low-income households in Saskatchewan in 1986 and approximately 15.7% live below the poverty line. (In Saskatchewan, low annual income is considered as $20,588 in urban areas and $15,936 in rural areas.) The growth of single-parent families headed by women was five times that of husband and wife families between 1981 and 1986, and these families earned less than half (49.6%) of what two-income families earned in 1986 (Saskatchewan Education, 1988c, pp. 13-14; 1989b, Table 5, p. 15). In 1986 there were 11,450 clients requiring social assistance, 43.2% of whom completed less than Grade 9 and were eligible for Adult Basic Education, technical/vocational and community-based programs for social assistance recipients (Saskatchewan Education, 1988c, pp. 37-38).

There is a distinct relationship between educational attainment and income levels. Unemployment and low incomes are the most severe for early school leavers between ages 15 and 19, particularly. Higher levels of education have been shown to increase the likelihood of employment and to result in higher income levels. Unemployed youth and others among the 90,000 low-income families "represents the large pool of potential students for training and educational institutions" (Saskatchewan Education, 1988c, pp. 39-40; 1989b, pp. 30-32).

Education

The levels of educational attainment in Saskatchewan rose significantly between 1981 and 1986 in the population 15 years of age and over. The greatest change in educational attainment levels was in the category of diploma and other nonuniversity postsecondary education. Among adults 15 years of age and older with Grade 9 to 12 education without a diploma, women exceed men by several percent. This is consistent with the greater number of males who are early school leavers (Saskatchewan Education, 1989b, pp. 32-33).

Recent studies used by Cipywnyk et al. (1983) and Macdonald (1989) indicate that the cumulative primary/secondary school dropout rate in Saskatchewan is substantial. In 1988 it was 31.33% while the "highest cumulative dropout rate, 38.8 percent, was obtained for males from rural schools" (Macdonald, 1989, p. 2).

It is levels of educational attainment that is, perhaps, the most paradoxical element in a province already replete with paradox. When we begin to examine statistics concerned with early school leavers and educational attainment, certain questions come to the surface.

How is it that almost 80% of the adults who may need help with reading and writing are 45 years of age and over? Why do almost another 30,000 of our citizens in the younger age group - one fifth of this total group - appear to have only functional literacy levels?

The answers to these questions are neither clear-cut, nor found in any one source or interpretation of available information. It is helpful, however, to examine the historical and social development factors which appear to have contributed to the present situation and to place our present situation within an historical context.

THE HISTORICAL CONTEXT: PAST IMPRINTS - PRESENT PATTERNS

History lies close to the surface in Saskatchewan. Imprinted in the recent past, ever visible in the present, are three recurrent themes in the life of the province since the turn of the century: the relationships between the environment, the land, and the people; the interplay of egalitarianism and social stratification which has shaped the society; and the qualities of tenacity and resilience required of its residents.

Whether indigenous, British, French, European, Asian, or other nationality in origin; whether dwellers of the flat plains, rolling parklands, or the forest and water-dominated North, both pioneer and present day citizens are notable for the diversity of their roots, their strongly held beliefs about the land, and their capacities for endurance and survival.

There are two aspects of Saskatchewan's historical development which are particularly relevant to our discussion of literacy:

- patterns of migration, settlement, and population composition
- patterns of educational provision, particularly those related to adult learning and literacy

Each of these will be reviewed with reference to the indigenous and nonindigenous populations.

Patterns of Migration, Settlement, and Population Composition

The Early Settlers

As recently as 1869, the territory now known as Saskatchewan was a wilderness over which the sovereign Indian nations exerted control. The Indian nations included the Chipewyan, Woods Cree, and Assiniboine in the North; the Saulteaux, Plains Cree, Assiniboine, and Dakota (Sioux) in the central and southern regions.

Others who comprised the sparse population were: the French and British fur traders and factors of the Hudson Bay Company; missionaries of four denominations - French Catholic, Church of England, Methodists, and Presbyterian; and groups of Metis who, like the Assiniboine and Plains Cree, moved freely across the prairies in the buffalo hunts and often acted as middle men in trading (Archer, 1980, pp. 33-51; Opekokew, 1980, pp. 1-6). This time of freedom of the Indian people is eloquently portrayed in two literacy learners' stories which may be found in Appendix K.

Within a few short years, the futures of the western Indian nations and the Metis, and the land they knew as their own, were irrevocably altered. In 1869 the Hudson Bay Company, without consulting the Indian and Metis people, relinquished the vast territory of Ruperts Land to the Dominion of Canada, and the Canadian government began in earnest to plan for the settling of the West (Archer, 1980, p. 55; Beal & McLeod, 1984, p. 50; Opekokew, 1980, pp. 6, 7; Purich, 1986, pp. 29-36).

Lured by the promise of free land, immigrants to the "Last Best West" came at first as a mere trickle. At that time, what is now Saskatchewan was known as the Districts of Assiniboia in the center, Saskatchewan in the south, and the Northwest Territories in the North. Most of the first migrants came to the Districts of Assiniboia and Saskatchewan and were of British origin, directly from Britain or from eastern Ontario and the United States. Many of them settled near Qu'Appelle, Indian Head, and Moose Jaw (Archer, 1980, pp. 74-75, 105; Berton, 1984, pp. 1-56).

There were also French-speaking settlers, many of whom had gone from Quebec to the United States and came to western Canada in response to intensive publicity efforts. Francophones settled in three main regions of the province - the southeast, the southwest, and in the widely dispersed band from east to west, north of the 52nd parallel (LaPointe & Tessier, 1986, pp. 52-85, 107-111).

Although the influence of Anglo-Saxons was dominant, small-scale settlement of ethnic and religious groups was encouraged. New settlers tended to make their homes near the railway lines established in the 1880s and in the parkbelt areas. Small settlements of various nationalities included Mennonites from Russia; Swedish, Norwegian, Finnish, Icelandic, and Danish families; Jewish refugees; Hungarians, and Romanians; German, Austrian, and French-speaking settlers from Belgium and the United States (Archer, 1980, pp. 104-107; LaPointe & Tessier, 1986, pp. 52-85). Archer (1980) provides an interesting picture of the settlers. Swedish people founded New Stockholm in the Qu'Appelle Valley. Other Scandinavians preferred the parkbelt and the fringe of the forest belt. There were Icelandic settlements near Yorkton and Foam Lake. Jewish immigrants located near Wapella, Hersch, and Oxbow. Many Hungarian people came to the province and established settlements at Esterhazy and Kaoposbar. The first Romanian community was established in Regina and others settled at Balgonie. Germans and Austrians settled at Hohenlohe and Ebenezer. French families from France and Belgium chose Duck Lake as their new home. Other settlers included Mennonites from Russia, Finnish and Icelandic families, and Russian Doukhobors who settled near Yorkton and Prince Albert (pp. 104-107, 116-120).

With the opening of the Canadian Pacific Railway in 1896, the trickle of immigrants became a flood. Along with new rail access, recruitment efforts of Clifford Sifton produced astonishing results. Between 1901 and 1911 there were 220,000 newcomers to the prairies. Seventy thousand settlers were British and 137,000 were new citizens from primarily European countries, but also the United States (Archer, 1980, pp. 139-141; LaPointe & Tessier, 1988, p. 101).

The non-British composition of these early settlers established the base of the population as it stands today. Hungarians were among the first large ethnic groups to establish homesteads and businesses in the smaller urban centers; Germans also came in large numbers and tended to establish settlements according to Lutheran and Catholic religious faith (Archer, 1980, pp. 116-117).

Thousands of Americans also established homesteads in Saskatchewan during the early 1900s. Included among these Americans were Belgians, Germans, Hutterites, Dunkards, and Mennonites. Some became ranchers, others turned to farming and small businesses. American-born immigrants and former Canadians returning to Canada were particularly welcome for they "had the expertise, capital and the common language which made for ready integration into Canadian society" (Archer, 1980, p. 139; LaPointe and Tessier, 1986, pp. 120-124).

Most notable of all, perhaps, were the people first known as Galicians who came from the Ukraine and whom Sifton called "stalwart peasants in sheepskin coats" (Archer, 1980, pp. 117 - 118; Berton, 1984, pp. 42-56; Metz, 1981, p. 33).

> *In the late 1890s and early 1900s they poured into the northwest by the thousands to settle north of Yorkton and west in a broad area along the Park belt. They came as poor, persecuted, illiterate stock seeking free land and an opportunity to pioneer in peace.* (Archer, pp. 117-118)

By 1906 two thirds of all homesteads in Canada were in Saskatchewan.

> *By homestead and purchase thousands and thousands of land seekers acquired land. In the main, they did not have to plead or beg for the land, but rather were urged by both government and corporations to take the land and to make it productive. ... Some were unable to cope with the hardships and isolation of frontier life, while others were speculators and were weeded out as they failed to complete homestead requirement, or sold their lands for a quick profit. The great majority stuck it out, adapting, overcoming, forging new communities - a process that was repeated as each new region was opened up to agricultural men.* (Archer, 1980, p. 141)

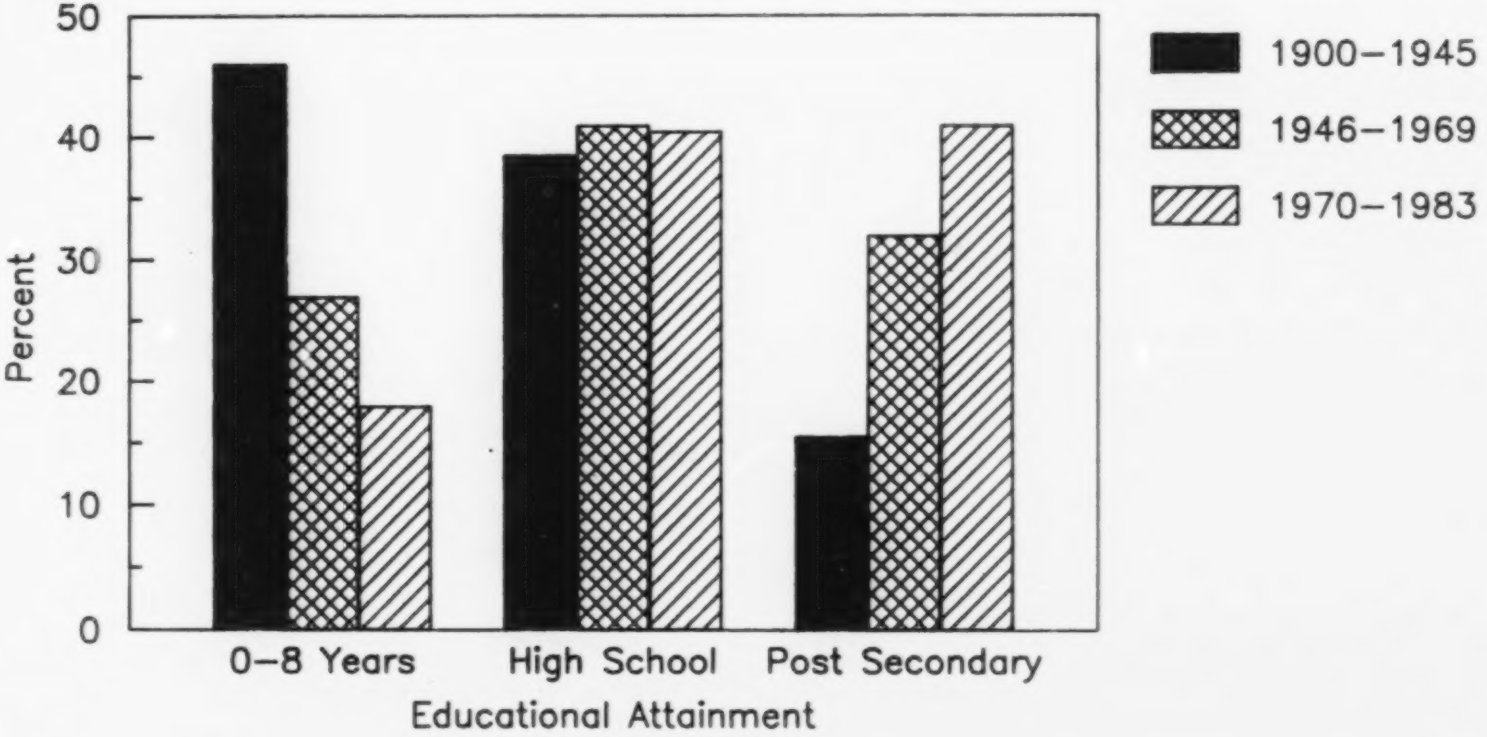
This time of early settlement is recalled by the children and grandchildren of many homesteaders in the province. Alan Kobe, a literacy learner, writes about one of them. His story is found in Appendix K. Figure 2 illustrates the changes in levels of educational attainment of new Canadians since then.

The Indian Nations

Through the British North America Act of 1867, the Government of the Dominion of Canada had been given exclusive jurisdiction over Indians and lands reserved for Indians, and was required by the Act to enter into treaties with them in order to take surrender of their title to the land. By the time of the treaties with the western Indians, British colonialism had reached its full flower.[6] The intents of the treaties were not only to legitimately obtain the lands, they were also to disperse the Indian people onto reserves where they could be "civilized" and "converted to Christianity" before becoming full citizens. Thus, all the numbered treaties entered into by western Indians between 1875 and 1907 provided for certain "guarantees and benefits." The Indians perceived these benefits and guarantees as sovereign rights received in exchange for their land. In actual fact, the benefits were designed to meet government goals of assimilation (Archer, 1980, pp. 61-63; Beal & MacLeod,

Figure 2

Levels of Educational Attainment of Immigrants to Canada
By Time Period of Arrival in Canada



Source: Canadian Association of Adult Education (1985, June) Educationally Disadvantaged Adults: A Profile. Toronto, Ontario.

1984, chap. 4; Goodwill & Sluman, 1984, chap. 2; Opekokew, 1980, pp. 9-15; Purich, 1986, pp. 112-120).

Although the terms of each treaty varied, all treaties provided in some measure for allocation of reserve lands, and various other benefits, including the establishment and maintenance of schools, and provision of education. Also inherent in the treaty process was the question of Indian status - that is, the determination by the government of who was and was not Indian, and who could or could not live on the reserves.

As Purich (1986) notes, "few Indian issues have created as much emotion, dissention, and political rhetoric as the status issue" (p. 137). The status issue along with the reserve system and the Indian Act of 1876 was to have profound and lasting effects on the lives and education of the Indian people up to the present day. To be classified as an Indian the individual had to be of Indian blood or show that at least his or her male predecessor was Indian. Indian status could be conferred on non-Indian women through marriage to an Indian man. On the other hand, when an Indian woman married, she became a member of her husband's band and lost membership in her own. An Indian woman lost her Indian status if she married a non-Indian man. Since education was a treaty right, she also lost her right to education if she lost her status.[7]

Under an 1857 Act for the Gradual Civilization of the Indian Tribe, an Indian man could not become a full citizen of Canada until he was enfranchised (Purich, 1986, pp. 139-140). An Indian had to be declared by a white person, as over 21 years of age; able to speak, read, and write the English or the French language; be free of debt and of good moral character. If he met these criteria he was placed on probation for 1 year, granted 20 hectares of land, and after a year of probation was granted full citizenship. In this way Indians were encouraged to give up their status and to join "civilized society." Thus, if an Indian person wanted to pursue higher education, that individual would no longer be considered Indian. No other ethnic group in Canadian history has been asked to relinquish its heritage in exchange for higher education (pp. 139-140).

With the signing of Treaty Number 6 in 1876 and 1877, the Cree had surrendered 315,000 square kilometers of land extending from the border between modern Manitoba and Saskatchewan, to Jasper House in the middle of the Rocky Mountains (Beal & MacLeod, 1985, p. 57). By 1905 the signing of the treaties had relegated almost all the Indian people in Saskatchewan to the lands known as reserves. Beal and McLeod (1984) note that some Plains Cree moved to reserves and began farming fairly quickly. Others were slow to settle "not only because of their inclination to the plains but because the government was deliberately slow to provide the farming assistance the treaties stipulated," and some resisted going to reserves altogether (pp. 57-59). Woods Cree and Dene people settled primarily in the north while Plains Cree, Assiniboine, Saulteaux, and Sioux located on reserves in the south.

Thus, by initial acceptance of status, or later relinquishment of status through enfranchisement, Saskatchewan Indians were classified as Status or Non-Status Indians. The health, education, and welfare of Status Indians living on reserves became, as a treaty right, the responsibility of the federal government. That of Non-Status Indians was considered a provincial rather than a federal responsibility. These distinctions have continued to the present day (Opekokew, 1986, pp. 9-15; Purich, 1986, pp. 75-143).

The Metis

Many Red River Metis had moved west in the early 1870s and established their center of operations on the south branch of the Saskatchewan River, south of Prince Albert, near Fort Carlton. Here they had taken river lot farms as they had done in Manitoba.

For several years the south branch Metis attempted to claim privileges and land "which they thought ought to be accorded all settlers, based on the Manitoba Act Settlement" (Beal, & McLeod, 1984, pp. 39-44; Purich, 1986, chap. 6). The Metis in other communities were also concerned with claiming land for themselves. They saw the treaty concept as a way of coming to settlements, but made separate petitions to government in conjunction with treaty signing by the Indian people. In their petitions the Metis also requested provision for various rights, including recognition as aboriginal people with the same land rights as Indians and help with the education of their children (Archer, 1980, pp. 81-83; Beal & McLeod, 1984, p. 44; Purich, 1986, pp. 168-174).

The perceived failure of the government to attend to their concerns and to provide for them, led the Metis to choose Gabriel Dumont and Louis Riel as their leaders in pressing their land claims. In the sequence of events which came to be known as the 1885 Northwest Rebellion, the future of the Metis as a distinct nation was also irrevocably changed.[8] The outcomes of the rebellion led not only to the hanging of Louis Riel, but also to the dispersion of the Metis people within the province. Some took treaty and joined the reserves; some entered into activities such as fishing, logging, mink ranching, and fringe agriculture; some migrated to the cities; and some settled near the reserves. "Having lost life, limb, property and loved ones in the uprising, they were reduced to a precarious existence" and to almost 75 years of neglect as a distinct nation of aboriginal peoples (Archer, 1980, p. 97; Province of Saskatchewan, 1989b, pp. 6-14). Many Metis people settled near Prince Albert and in the northern part of the province. Others remained in the southeast and southern regions or fled to the United States and Alberta (Archer, 1980, p. 97; Purich, 1986, pp. 173-174).

According to Jarvis (cited in Saskatchewan Education, 1988c, pp. 7, 10), Saskatchewan has had and will continue to have, one of the largest proportions of people of Indian/Native ancestry among the provinces. Today, as indicated previously, the total aboriginal population is a matter of some debate within Saskatchewan, but in 1986 was cited by census data to be 75,000 or 5.5% of the total provincial population. However, Indian and Northern Affairs' estimates are much higher at 116,500, or approximately 11% of the total population distributed as follows: Status Indian - 59,500; Metis - 47,500; and Non-Status Indians - 9,500. The aboriginal population is projected to be 137,400 by 1991. This would represent an increase to 13% of total provincial population. Assuming these figures are more correct, of the 116,500 aboriginal people in the province, approximately 66% of Indians now live on reserves. Between 1971 and 1981, the off-reserve population grew faster than the on-reserve population. Between 1981 and 1988 there was a 34% increase in reserve populations. This increase in reserve populations may reflect the regaining of Indian status which was permitted by the Indian Act of 1985. It is projected that this movement will stabilize by 1991, with 23,489 Status Indians living off-reserve and 45,231 Status Indians living on-reserve. Off-reserve migration is expected to affect primarily the North, near north, and the cities of Saskatoon and Regina (Saskatchewan Education, 1988c, December, pp. 8, 9; Saskatchewan Indian and Northern Affairs Secretariat, cited in Saskatchewan Education, 1988c, pp. 7-10).

In the North the ratio of the aboriginal population to the nonaboriginal population has always been much higher than in the rest of the province. However, this changed somewhat when migration of Euro-Canadians into northern Saskatchewan increased between the 1930s and 1960s. Also, Metis from other parts of the province were resettled on agricultural plots at Green Lake during that period. Over the past 20 years the ratio of the Native to non-Native population in northern Saskatchewan has remained stable at approximately two thirds Native to one third non-Native, as illustrated in Figure 3 (Province of Saskatchewan, 1989b, p. 7).

Patterns of Educational Provision

Saskatchewan was granted provincial status in 1905, incorporating the previous territorial districts of Assiniboia in the south, Saskatchewan in the center, and Athabasca - that section beyond the 54th parallel now called "Northern Saskatchewan" or simply "the North" (Archer, 1980, pp. 91, 132-135).

The period 1905 to 1920 was one of very rapid growth in Saskatchewan. Education of children in the English language had been a priority concern of the Protestant and Catholic churches of the earliest pioneers. But as the population swelled, so did the problems of providing both the facilities and instruction of the younger generation. Compounding the rapidly increasing needs for schools were the realities of the rural areas, many of which continue to the present day - long distances between farms, harsh weather conditions, roads which were often impassable in the winter, and increasing involvement of children in farm work as they matured. Nonetheless, it was a period of "optimism, exuberance and boom psychology" (Archer, 1980, pp. 164-165). By 1913 the population had grown to 675,000 and formal education was taking place in 2,747 primary schools, 16 high schools and collegiates, 3 colleges, and the University of Saskatchewan.

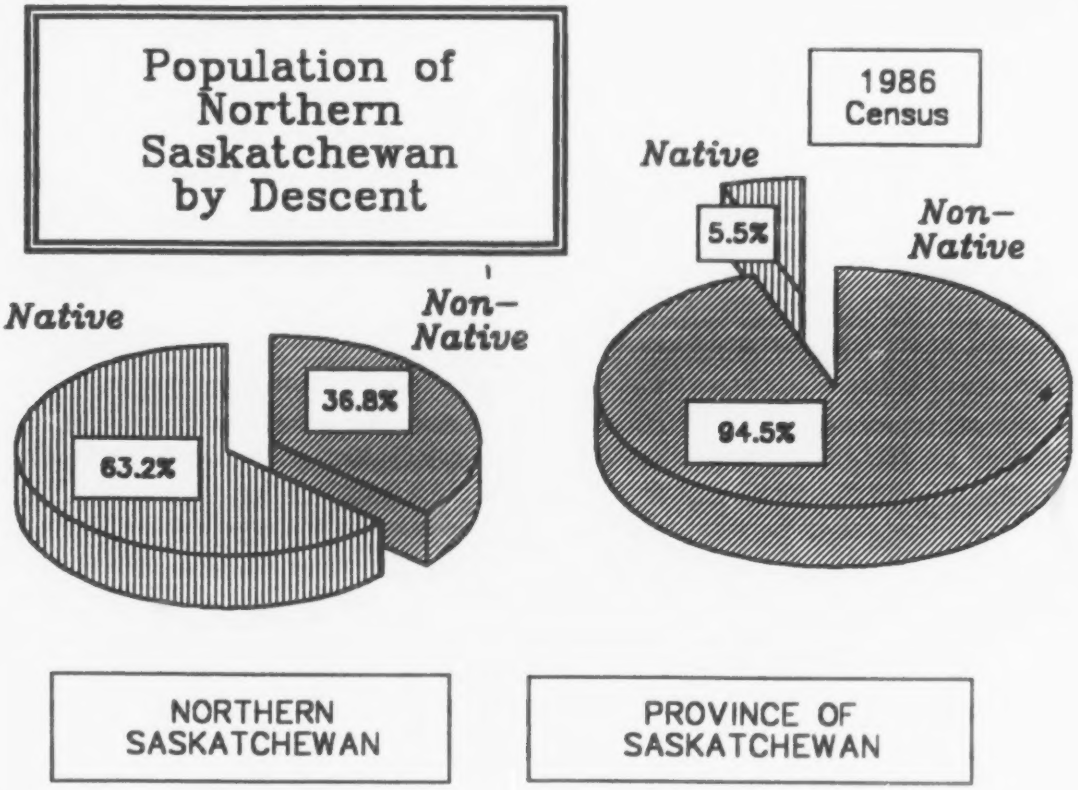
This was also a time of radical Protestantism and the crusade to assimilate those who were "foreign born" as Berton (1984) points out:

> *Assimilation meant conformity: in dress, in language, and customs, in attitudes, in religion. It meant, in short, that every immigrant who arrived in the West was expected to accept as quickly as possible the Anglo-Celtic Protestant values of his Canadian neighbors. These attitudes were held almost universally and at every level of society ....*
> (p. 59)

The early settlers in Saskatchewan had been egalitarian, if for no other reason than their small numbers meant cooperating with one another. A dual Protestant Catholic system had been in place and schools were permitted to give instruction in settlers' mother tongue as well as English, since 1877. As the school population rose from 31,275 in 1906 to 99,109 in 1913, the policy of "English only" in the schools was implemented to hasten assimilation. By an amendment to the School Act in 1918, other languages could no longer be taught during school hours except in areas where the local school board could permit French to be studied for 1 hour a day (Archer, 1980, p. 182).

For the next several years, schooling in the rural areas was hindered by poor facilities, inadequately prepared teachers, and prolonged periods of closure due to

Figure 3



From Northern Education Task Force Interim Report, 1989. Reprinted by permission of Ray MacKay, Saskatchewan Education, 1989.

winter weather conditions. For many immigrant children, school was not a very comfortable place. They were often teased and ostracized for their clothing and were forbidden to speak their native languages. Many were desperately poor and lacked warm clothing for the long trek to school (Pinuita, 1978). Romanchych (1978) recounts the experience of Ukrainian settlers on the prairies.

> *During the first few years of our life as immigrants, one thing perturbed us constantly: our children were growing up illiterate. The new province was unable to provide either schools or teachers for all the colonies of the various European nationalities which rapidly filled its open spaces. Even if we could have afforded to build a school in our district by our own efforts, would any English speaking teacher have wanted to live with us and share our misery?* (p. 103)

The decades of the 1920s, 1930s, and 1940s all brought their particular challenges to Saskatchewan people. The Great Depression, which on the prairies lasted for 13 years, had a profound effect on subsequent social, economic, and educational development. As Archer (1980) notes:

> *The school situation worsened after 1935, particularly in rural schools in the drought areas ... In 1934 two thirds of the teachers' salaries were less than $600 and 130 teachers received little more than the $200 school grant... Nevertheless the story of education in the 1930s is one of selfless service given by teachers and trustees alike.* (p. 237)

One of the most interesting outcomes of school closures was the achievements of the Department of Education Correspondence School which provided education through to Grade 12 until 1940. By 1939, 7,337 high school students and 962 elementary students were receiving their education this way. It is possible that some Saskatchewan citizens have far more education than has ever been indicated in census data, depending on how they interpreted questions of school attendance. It may well be that among those who did not attend school beyond the Grade 8 level, there were a good number who completed their education by correspondence and simply did not know how to indicate this in the census (Archer, 1980, p. 238).

The years 1941 to 1957, encompassing World War II and the postwar period, were characterized by paradoxes of uncertainty and expansion, growth and decline. School districts were consolidated. Bus transportation of children replaced long walks to school. Farm size and mechanization increased. The population also declined. Outmigration rose to 64,000 people, while altogether the rural population lost 116,000 people by 1951 (Archer, 1980, p. 270). Saskatchewan today is experiencing a similar decline and a depressed economy which has been compared with the 1930s (Eisler, 1989; *Saskatchewan Trends Monitor*, 1989).

The 1960s and 1970s were a period of considerable growth, expansion, and strengthening of the economy and of Saskatchewan's society in general. As the legislative session opened in 1964, every indicator showed that the province was at its highest point of development" (Archer, 1980, p. 313).

As for the aboriginal population, particularly the Metis, the years between 1900 and 1940 were a period of much poverty, neglect, and limited opportunity in general. "In both north and south, trapper, fishermen, or farmer, they were very much at the mercy of chance for they rarely had the resources to accommodate change" (Archer, 1980, p. 287; Purich, 1986, pp. 178-182).

Let us turn now to a consideration of adult learning and literacy activities that formed the basis for our present literacy programs.

Adult Literacy Learning: Past and Present

Present adult literacy programs have roots as diverse as those of the population. In the interval between the first missions and the 1980s, various individuals and groups have played significant parts in promoting a more literate prairie society. Predominant among them, particularly up to the 1940s, were the churches and their missionaries; farm organizations, cultural groups and Chataqua emissaries; women's groups, writers' guilds, publishers, and libraries. Since the 1960s, provincial and federal governments have developed or sponsored and funded programs involving a wide range of employment training and basic adult-education activities which have encompassed basic and functional literacy education. More recently, cultural groups and the private sector, often with the assistance of provincial- and federal-funding contributions, have initiated programs with literacy components.

Before the turn of the century, both literacy and literary development were promoted in the broad sense in Saskatchewan through informal social activities as well as through more formal means. Some pastimes were limited to adults but were often shared by community members of various ages and occupations. Archer (1980) gives this description of popular literary pursuits in the 1890s:

> *The towns along the main [railway] line boasted 'mechanics institutes' such as the Grenfell Mechanics and Literary Institute which sponsored readings and a lending library. Schools and churches became social centers. A number of the pioneers who settled on farms or in urban centers were well educated and came with libraries, paintings, and other evidence of a cultural background....*
>
> *'Penny readings,' a form of local concert with music, amateur theatricals, and readings were a popular form of entertainment. Literary, dramatics, debating and musical societies were common.... Music, drama, literature, and debate were alive and thriving in the territorial period.* (p. 124)

During the isolation of the long winter months, settlers found solace from the written word in other ways. Personal book collections were often read and reread. Mail delivery of newspapers from home countries, eastern Ontario, and the United States were eagerly anticipated. Often, the printed word literally covered the walls:

> *The Weekly Free Press arrived on Saturdays and was read from cover to cover by my parents who had learned the English language at school. A Danish paper, called Den Danskae Pioneer and published in Omaha, Nebraska, kept them in touch with news from the homeland.*
>
> *Wallpaper was out of the question, so old newspapers were saved and pasted on the walls to cover the cracks and keep out the cold. Pictures, from magazines that had literally been read to pieces, were used too....* (Johnson, cited in Robertson, 1974, p. 66)

Gradually, with the extension of roads and postal offices into communities, families subscribed to locally produced newspapers such as the *Prince Albert Times*, the *Regina Leader*, the *Qu'Appelle Progress*, and later the *Western Producer* (Archer, 1980, p. 79; Campbell, 1983). Among the Francophone population *Le Patriote de l'Ouest*, published between 1910 and 1941, "linked the three French-speaking regions" in the province (LaPointe & Tessier, 1986, p. 262). For several years other French publications, as well as German and Polish newspapers, were promoted by the Catholic clergy. "The families who could not read English often subscribed to Quebec newspapers, while those who read English tended to favor the English language dailies" (LaPointe & Tessier, 1986, pp. 262-274). Perhaps the most popular of all reading materials and that most eagerly anticipated each year by young and old, regardless of ethnic origin, was *The Eatons Catalogue*. So highly esteemed was this "Homesteaders Bible that one group of early pioneers even called their settlement Eaton" (Metz, 1981, p. 84).

Libraries were an early and significant force in promoting both literary and literacy activities in the province. Dirksen (1989) points out that the "public libraries were originally conceived of as 'peoples' universities where 'common people' could continue to learn throughout their lives" (p. 2). According to Archer (1980), the first "semi-travelling" library was established by Lady Aberdeen in 1890 and continued until 1914 (p. 165). The Mechanics and Literary Institutes of Regina and Grenfell were the forerunners of the public libraries which Saskatchewan citizens enjoy today (Archer, 1980, p. 165; Dirksen, 1989, p. 2).

In 1906 provincial legislation gave municipalities the right to establish libraries and provided matching government grants, if a majority of citizens supported this endeavor. During the 1930s, when municipalities were strapped for funds, the provincial government, the Wheat Pool Library Service, and the University of Saskatchewan Extension Service offered library services to communities (Archer, 1980, p. 227).

It was during the Great Depression that women, through their Homemakers' Clubs, actively lobbied for the establishment of a province-wide library service and became the library's first volunteers (Dirksen, 1989, p. 31). The regional and community library system thus became a focal point for various activities within communities and for volunteer involvement by women in particular. Saskatchewan's two independent literacy programs today reflect this history of library-literacy initiatives and volunteer involvement which gained impetus during the 1930s as people sought to stave off the devastating effects of the Depression.

> *The depression had stimulated interest in reading and in particular, study of economics and political theory. People read to understand the societal forces that had brought on the Depression. ... People read also to escape from dust and wind, and poverty, into a world of high adventure, romance and achievement.* (Archer, 1980, p. 244)

The first postsecondary institution to formally extend learning opportunities to people in the rural areas was the University of Saskatchewan, which was established in 1907. Building on the "early thrusts of the agriculture department," the College of Agriculture Extension Service was estimated to have reached 68,000 people through its farming education programs between 1910 and 1914 (Archer, 1980, pp. 125, 145, 156-157; Morton, A., cited by Archer, 1980, p. 157). Women's Homemakers' Clubs also began in 1911 with the stimulus of the extension service. Along with other organizations, such as the Women's Grain Growers Association and the Social and Moral Reform Council, the Homemakers' Clubs were active in promoting farm education to rural women, in addition to championing women's rights, temperance, and moral reform (Archer, 1980, pp. 157-158).

It is interesting to note that, up to this point, the various literary, cultural, and educational activities just described seemed to have involved only certain segments of the population; those who were primarily of British descent, English speaking, and sufficiently literate to benefit from them. The extent to which Francophones and non-English speaking immigrants, particularly those with low literacy levels in their native language, felt free to participate, is less clear.

For some non-English speaking groups the pressure to assimilate was a very real fear. The creation of their own reading societies, newspapers, cultural, and political groups were important ways of preserving their heritage and language (Berton, 1986, pp. 18-19; Piniuta, 1978, pp. 103, 113, 204). Newspapers and books were then, as now, vital links between people, as Adamowska (1978) relates:

> *We had quite a few books at home. Father had brought a lot of them from the old country, all on serious subjects. Later on, when Ukrainian newspapers began to be published, none of them escaped father's attention. Even if he had to go without food and live on water for a whole week, he found the money for newspaper subscriptions. Since there were several literate people in our community, they used to get together at our home on the long winter evenings, to read the papers and discuss their contents.* (p. 73)

Among the Francophones in the west, first the John Baptiste Society, then the Societe du Parler Francais de la Saskatchewan, and finally the Association Franco-Canadienne de la Saskatchewan (AFC) were the first large political cultural organizations to further the cultural and linguistic interests of the people (LaPointe & Tessier, 1986, pp. 118-128). However, the latter organization was not enthusiastically supported by the Francophone community for many years (p. 128). In their book, *The Francophones of Saskatchewan, A History* (1986), LaPointe and Tessier claim that "the end of the 1930s marks the lowest point in the fortunes" of Francophones in Saskatchewan (p. 314). They had been largely unsuccessful in retaining French language instruction in the schools, and their numbers had been reduced by outmigration of many families and especially the young people. Churches, convent schools, and College Mathieu, established in 1918 in Gravelbourg, were the institutions which kept French language learning alive, but that was primarily among the young people. Until the 1940s, when the French language radio services were initiated, the adult Francophone community depended primarily on French language publications and upon their own cultural gatherings for communication in their mother tongue. Opportunities to learn written English as well as French were limited for many French-speaking adults. Their involvement in organizations for economic development, such as their credit unions and cooperatives, undoubtedly did help them retain spoken French (LaPointe & Tessier, 1986, pp. 249-293). Despite their difficulties, French-speaking people were better off than some, particularly the province's first inhabitants. The aboriginal population was disadvantaged, not only generally but also educationally, and this became particularly acute with the opening up of the North, subsequent to the 1930s.

> *The absence of an adequate primary-secondary education infrastructure in northern Saskatchewan during the 1940s and 1950s*

> *affected the adult population of the region as well as school age children. Limited access to schooling meant that many of the adults of the 1960s needed to upgrade their basic academic skills. Foremost among the skills requiring improvement was English language literacy.*
>
> *Most Northerners grew up speaking either Cree or Dene, both orally based languages unrelated to English in structure, form, or approach. As northern communities moved from a migratory, hunting and gathering economy to a more centralized, wage or transfer payment based, the importance of adults having access to both academic and job-related skills training increased.* (Province of Saskatchewan, 1989b, p. 15)

Programs up to the 1980s

In the 1960s and early 1970s both federal and provincial governments began to focus more attention on the needs of adults who were not university bound, and on Indian and Metis people in Saskatchewan. As Thomas (1983) notes, "education was seen as the panacea for ills such as poverty and unemployment and as the key to economic growth" (p. 63). It was also during this period that aboriginal people themselves began to take a stronger role in moving towards self-government and improvements in education, particularly at the academic upgrading level (Archer, 1980, pp. 330-331; Gabriel Dumont Institute of Native Studies and Applied Research [GDI], 1982, 1985; Goodwill & Sluman, 1984, chap. 16, 17; Purich, 1986, pp. 185-189).

Partly in response to various studies in the early 1960s, the federal government established the Department of Indian and Northern Affairs (DNA) and intensified its efforts to extend health, social, and educational services to Treaty Indian people (Franks, 1987, pp. 17, 102). The provincial government established an Indian and Metis branch of the Department of Natural Resources. It became a full department in 1969 and began to focus on provision of agricultural and trades-training programs in conjunction with conservation measures and other activities. These programs included academic upgrading and agricultural and trades courses to people on reserves (Archer, 1980, p. 330; Province of Saskatchewan, 1989b, pp. 15-16; Saskatchewan Education, cited in Archer, 1980, pp. 310, 330).

Vocational programs were initiated and expanded across Canada. Then came the discovery that those "most in need of vocational training did not have enough of the basic academic skills to enable them to participate in the vocational training programs" (Thomas, 1983, p. 63). Accordingly, new federal funds were made available to the provinces. They were administered through federal-provincial agreements with the Department of Indian and Northern Affairs, Canada Manpower and Immigration (CEIC), and the Department of Regional Economic Expansion ([DREE] pp. 63-65; Province of Saskatchewan, 1989b, pp. 15-16).

In 1968 the Adult Occupational Training Agreement (AOTA), signed by the governments of Saskatchewan and Canada, became the starting point for the development and delivery of adult education and training programs in Saskatchewan. Occupational English courses were also initiated under this agreement (Province of Saskatchewan, 1989b, pp. 15-16; Thomas, 1983, pp. 62-63; Woloshyn, personal communication, March 13, 1989). The focus of most federally funded adult education programs at this time, was on employment training and skills development which combined mathematics and English upgrading, and on funding to programs with upgrading and ABE components. Most of the programs were offered through the technical institutes. In the North, "training was tailored to the specific needs of groups in the community" and also involved domestic science programs for northern women (Province of Saskatchewan, 1989b, pp. 15-16). Literacy learning was seen within the contexts of upgrading skill training and Adult Basic Education.

It was during the 1970s that new postsecondary institutions were established in Saskatchewan. Under the Community Colleges Act of 1973, they were part of a decentralized model of adult education in which the philosophy was "to take the programs to the people" (Thomas, 1976, p. 120). The community colleges were visualized as facilitators and catalysts in promoting educational services for adults using, wherever possible, existing facilities within communities.

By the end of the 1970s community colleges had become the primary educational institutions for delivering Adult Basic Education and literacy training to Saskatchewan adults. Adult Basic Education (ABE) programs were offered at the Grades 1 to 4 and 5 to 10 levels and were partially federally funded through the Canada Manpower Training Program (CMTP) and other programs (Saskatchewan Continuing Education, 1983, p. 12; Thomas, 1976, pp. 120-122; 1983, pp. 75-77). According to Woloshyn (1988a) the move of ABE programming into the community colleges gradually resulted in the shift from the vocational orientation to curriculum favored by CEIC, to a more academic studies program which also included life skills and self-development components (p. 2). In 1980 to 1983 an ABE academic studies curriculum with revised certification requirements was developed. However, it was implemented without an "interpretation about how the curriculum was to be used by ABE instructors" except to improve adult instruction in the classroom. Literacy education was provided within the ABE academic studies curriculum framework (Woloshyn, 1988a, p. 2).

Subsequently, the federal stimulus to Adult Basic Education program development which had occurred during the early 1970s was short-lived. After several reviews of the Canada Manpower Training Program, CEIC concluded that the primary aims of the original program, that is, skill training for employment were not being met. Basic Training for Skill Development (BTSD) programs which had provided academic upgrading from Grades 1 to 12 were phased out at levels below Grade 7. This meant that "by the end of the 1970s, program provision for the most undereducated adults had almost ceased to exist," and literacy education for adults was considered completely a responsibility of the provinces (Thomas, 1983, pp. 64-67).

To some extent Saskatchewan attempted to fill the gap. One way was through the flat grant allocations to literacy programs by the Department of Continuing Education. Another way was through initiation of the Saskatchewan Skills Development Program (SSDP) by the Department of Social Services in 1984. A third was through the Northern Training Program (NTP) in the North (Province of Saskatchewan, 1989b, p. 19; Saskatchewan Education, 1987a, p. 23).

It was not until the 1970s and early 1980s that adult literacy learning, as such, finally emerged as a focal point for new initiatives in the province. Libraries, independent volunteer groups, and community colleges assumed leading roles in developing volunteer tutor-based literacy tutoring. Other groups also became involved in developing literacy materials and offering instruction and these will now be briefly discussed.

The Regina Public Library

The Regina Public Library was the first independent organization in Saskatchewan to demonstrate a leadership role in the development of volunteer literacy tutoring programs. Dirksen (1989) notes that it was logical for the library to move to provision of a volunteer-based literacy service which was also "free, accessible, welcoming [and] neutral" (pp. 2-3).

Under the direction of Chief Librarian Ron Yeo, the program began with the opening of a learning center in 1973. The initial aim of the learning center was to assist Native people with transition to the urban environment but it was found that Native people showed little interest in the center. In 1974, after consultations with the Regina Public School Board and others, twice weekly classes were set up for several adults with learning problems (R. Yeo, personal communication, January 20, 1989). In response to staff assessment of the service, changing client needs, and outcomes of research on literacy tutoring in the United States, the library decided to shift its focus. In 1977 it joined the Literacy Volunteers of America (LVA) Movement and was the first library in Canada to offer a volunteer-based, learner-centered literacy tutoring program (Dirksen, 1988a, p. 7; R. Yeo, personal communication, January 20, 1989). In the first 10 years of its service as a free literacy program, the library trained over 700 tutors and enrolled over 1,000 learners.

Volunteer Organizations

There are several nongovernment, nonprofit, charitable, and volunteer organizations which initiated programs in the late 1970s and early 1980s. READ Saskatoon was the first among these nonprofit volunteer groups to initiate a volunteer-based literacy tutoring program from a community-based movement involving representation from many different groups. It began in 1978 with a steering committee of concerned citizens and representatives of the Saskatoon Regional Community College, the public library, the University of Saskatchewan, the *Star Phoenix*, the Department of Social Services, Women of the Lutheran Church in America, and Canada Manpower. In June 1981, READ Saskatoon was officially incorporated as a nonprofit organization led by a board of directors elected by tutors. Over 400 tutors were trained and learners were tutored between 1979 and 1987 (READ Saskatoon, n. d.; Vicq, S., 1989).

Other volunteer organizations involved in providing, or wishing to provide literacy classes, include the Open Door Societies of Regina, Saskatoon, and Yorkton; Immigrant Women of Regina and of Saskatoon; the Saskatchewan Abilities Council Centers in Swift Current, Regina, and Saskatoon; Frontier College, and Native organizations such as the Prince Albert Indian and Metis Friendship Center and the Circle Project in Regina.

A volunteer women's organization, the Canadian Congress for Learning Opportunities for Women [CCLOW] was instrumental in initiating the Bridging Program for Women which offers upgrading components and is seeking to expand literacy learning for immigrant women (CCLOW, Regina, 1984; Stone, J., personal communication, November 17, 1989).

The Service Fransaskois d'Education aux Adultes (SFEA), a Francophone adult education service centered at College Mathieu and the Association Culturelle

Franco-Canadienne de la Saskatchewan, have worked to obtain funding for adult literacy classes in French for the Francophone community (Beaudry, 1988).

Interest in literacy by volunteer groups in Saskatchewan is substantial. On March 17, 1989, a Secretary of State-sponsored consultation on literacy was attended by representatives of 17 such groups, as well as by participants from educational institutions, correctional services, private sector organizations, and Laubach Literacy of Canada (Department of the Secretary of State of Canada, 1989).

Community/Regional Colleges

Several of the community colleges also developed volunteer tutor-based literacy programs which were funded with flat grants from the Department of Continuing Education. Most of these programs provide individualized, one-to-one tutoring focused on the needs of adult learners who are not being served by other programs and those "who fall between the slots." Full-time English-as-a-Second-Language classes, were funded by Employment and Immigration Canada, through the Occupational English Program. Part-time ESL classes were funded by Secretary of State through Saskatchewan Education. Staffing for these programs was provided either through individuals with other program responsibility, or the use of part-time literacy coordinators, and sometimes supplemented with volunteer tutors. Several colleges also set up learning centers, that is, centers where instructors and resource people were available on a drop-in basis for adult learners who wish assistance with various types of learning, including literacy learning.

As early as 1973 Prince Albert Regional College - subsequently Natonum Community College - offered an outreach program for people who could not attend the full-time, academic, basic education programs. This service was provided through an informal, drop-in learning center in one of the lower socioeconomic neighborhoods of the city. Classroom sessions, tutorial sessions, and informal gatherings assisted many people of varying ages who wanted to improve their literacy skills (Educational Delivery Project, Literacy Volunteers of America, May 27, 1980, cited in Gilkinson, 1989, pp. 1, 2).

In January 1980, the College embarked on a 5-month pilot project based on the Literacy Volunteers Program. In less than 3 months, more than 25 potential students and 33 tutors had been identified, visited, and interviewed. This volunteer tutoring program grew rapidly to involve many community organizations and correctional centers during its first decade of operation. The program is now the SIAST Woodland Campus Volunteer Literacy Program (Gilkinson, 1989).

Parkland Community College was the first community college to develop a volunteer tutor literacy program, initially offered on a pilot-project basis using the Literacy Volunteers of America curriculum. The program grew rapidly. Within its first year, 104 adults ages 19 to 80 had been enrolled; 84 volunteer tutors had trained; and training workshops had been provided to 5 other community colleges (Parkland Community College, 1980). By 1987 the Parkland College Literacy Program had trained several hundred volunteers, 24 of whom had been with the program for over 6 years (Parkland Community College, 1980; Purton, 1989).

In 1987 community colleges and technical institutes in Saskatchewan were restructured. Several of the former community colleges were amalgamated into eight regional colleges, and others, along with the technical institutes, were incorporated into the Saskatchewan Institute of Applied Sciences and Technology

(SIAST). The previous technical institutes became SIAST campuses in the urban centers of Regina, Saskatoon, Prince Albert, and Moose Jaw.

Three northern colleges were amalgamated into the Northlands Career College (NCC), the mandate of which includes "provision of adult education opportunities to Northerners in the ABE and technical-vocational fields" (Province of Saskatchewan, 1989b, p. 20).

One of the effects of the reorganization of postsecondary institutions was alterations in geographical boundaries and populations to be served by former community college programs. In some cases the geographical boundaries and populations were increased and in other cases they were decreased. Restructuring of the postsecondary institutions also involved changes in mandates and goals, composition of boards of directors, departments and staffing, and in some cases, facilities.

The mandate of regional colleges includes provision of Adult Basic Education, literacy, and upgrading programs to populations in the areas served by the colleges (The Regional Colleges Act, 1986-1987, p. 2). Under the SIAST Act of 1986 to 1987, the mandate of these institutions includes career counselling and basic education upgrading as well as instruction or training in academic, vocational, and other fields (p. 2). SIAST goal statements include provision of access to educational opportunities such as remediation, literacy, and "core funding for the maintenance and delivery of Adult Basic Education" (SIAST, 1988, October, p. 5).

A Native Service Division (NSD) was established within SIAST to ensure equitable representation of aboriginal communities in SIAST programming and to develop programs in response to specific and expressed needs of aboriginal groups. The Gabriel Dumont Institute was contracted to implement the Native Services Division within SIAST (SIAST, NSD, 1989).

A diagrammatic representation of the present structure of postsecondary education in Saskatchewan is contained in Appendix L (Woloshyn, 1990).

Aboriginal Adult Education

From our previous reference to the signing of treaties, we can see that provision of education for their children was one of the greatest concerns of the Indian and Metis people. Nonetheless, little attention was given by government to education for Status Indians until after 1916 (Marshall, 1966, p. 30).

As for the Metis, the Gabriel Dumont Institute presents in its document *Permanent Need of Adult Education System* (1987) the disturbing picture of Metis education. After 1910, Metis children who lived on land near Indian reserves were no longer permitted to attend federally funded schools. The children of Metis who lived on road allowances and other crown lands were not welcomed at local schools which were supported and directed by land owners who paid school taxes "For other reasons also, Native people felt in their interactions with schools run by white people, a sense of alienation, of not belonging" (p. 3). In his survey of educational facilities in northern Saskatchewan in 1944, Piercy (cited in GDI, 1987) showed that over half of school-age children were not attending school because ...

> *There were either no schools, or no teachers, or impossible distances; only 13 children were not attending because of parental indifference.*

> *As for higher education, the subsistence-living standards, endemic poverty of Native people ... the lack of discretionary income, and the lack of preparatory schooling put college out of reach for all but a very few.* (p. 3)

For the Status Indian people, the removal of children to residential schools was to have long-standing negative consequences for Indian families and their participation in the formal education of their children. Amendments to the Indian Act in 1921 ensured that children could be removed from their parents by the Department of Indian and Northern Affairs, as Goodwill and Sluman (1984) note:

> *The recent Amendments give the Department and remove from the Indian parent the responsibility for the care and education of his child, and the best interests of the child are promoted and fully protected.* (Department of Indian and Northern Affairs *Annual Report*, 1921, cited in Goodwill & Sluman, 1984, p. 134)

Initially the residential schools were run by churches and later by government. Prevailing policy was the same however, namely, assimilation of the children through replacement of Indian culture by white culture. Children were often punished for speaking their own Native language as well as for making mistakes in the English language. They often ran away and were punished for that as well. While they did often learn to read and write English, they paid a high price. Shame about their cultural heritage, loss of their own language, and the inability to communicate with their parents and elders were often the consequences of residential schooling (Goodwill & Sluman, 1984, pp. 99, 105; Naidoo, 1987, p. 32; Opekokew, 1980, pp. 25-27).

Various changes in the Indian Acts and in the policies of the Department of Indian and Northern Affairs continued to silence Indian people up to the 1950s. At that point, Indian organizations as well as the provincial and federal governments began to make concerted efforts to improve the living conditions and education of Indian people.

Residential schools were phased out and replaced by federally funded day schools on reserves. Gradually, control of these schools was turned over to the Indian bands. In the North there were other developments which increased the control of Indian people in the provision of education (Province of Saskatchewan, 1989b, pp. 8-14). Nonetheless, improvements were slow. Turnover of teachers was high and education was viewed negatively by many Indian people (Goodwill & Sluman, 1984, chap. 6; Purich, 1986, pp. 132-134).

Studies on early school leavers have consistently shown high dropout rates for Native students. In a study of student dropouts from 20 selected schools in Saskatchewan, in 1980 to 1981 the cumulative dropout rate for Native students was 90.5% as compared with 40.0% for non-Native students. Several contributing factors have been identified, including: personal problems, cultural alienation, prejudice and racism, intergenerational effects of low educational attainment, unemployment of parents, and failing in school (Macdonald, 1989; Naidoo, 1987; Saskatchewan Education, 1985; Settee, 1981).

In the 1960s, aboriginal people took great strides toward self-government and the provision of education for children and adults. In Saskatchewan they were assisted in this process through the Indian, Metis, and Non-Status (NSIM) Educational

Funding program and by federal-funding increases for postsecondary education of Status Indians (Franks, 1987, pp. 20-23; Gabriel Dumont Institute, 1986, pp. 2-5; Opekokew, 1980). By the 1970s and 1980s, the strengthening of Indian and Native organizations and the establishment of Indian and Native postsecondary educational institutions contributed further to the development of adult education offerings to aboriginal peoples in the province. The Federation of Saskatchewan Indian Nations (FSIN) established the first Indian controlled institutions in Canada - the Saskatchewan Indian Federated College (SIFC) at the University of Regina in 1976 and the Saskatchewan Indian Institute of Technology (SIIT) in 1985 (SIFC, 1989; SIIT, 1988).

Nonetheless, adult literacy provisions remain limited. Through satellite colleges SIIT delivers technical, vocational, and trades training courses to Status Indian people, primarily in the northern area of the province. However, while Adult Basic Education delivery is a continuing priority for SIIT, its ability to offer ABE programs was removed in 1987 when ABE funding by Indian and Northern Affairs Canada (INAC) was discontinued. At the present time there are virtually no ABE/literacy programs for Status Indian people in Saskatchewan (SIIT, 1988).

The Gabriel Dumont Institute of Native Studies and Applied Research was established in 1980 as the educational arm of the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS). Part of GDI's mandate is the development of a new educational system for Metis and Non-Status Indians in the province. In conjunction with AMNSIS, GDI has put forward many documents and proposals for education and economic development in recent years. Most students attending GDI are funded through the NSIM program (AMNSIS, 1985; Gabriel Dumont Institute of Native Studies and Applied Research, 1985, 1986, 1987, 1988, 1989). GDI's most recent plan does not include provision for basic literacy, however, except for language retention and enhancement programs.

The NSIM program as well as the activities of AMNSIS have done much to promote adult education for Native adults in many different settings and at several different levels including Adult Basic Education training programs and literacy activities (GDI, 1982, 1985; Gilkinson, 1989; Saskatchewan Education, 1985).

Correctional Centers

In the 1980s Adult Basic Education and upgrading classes were also initiated for inmates in both provincial and federal correctional institutions. Leading roles were taken in the Prince Albert area by the Learn to Read program, Prince Albert Community College, and the Provincial Correctional Center. In March, 1980, the Literacy Volunteers of America (LVA) tutor training program was introduced by literacy coordinator, Bess Gilkinson, to the Prince Albert Correctional Center. This was the first time in the province that inmates were trained to teach other inmates to learn to read. Up to 20 inmates per year have been trained as literacy tutors since 1980 and inmate tutoring is now offered in most provincial male correctional centers and the Federal Penitentiary in Prince Albert.

In December, 1988 an innovative desk top publishing project was initiated by the SIAST Woodland Campus literacy program. With funding from Secretary of State, female inmates at the Pine Grove Correctional Center for Women were trained in all aspects of printing, publishing, layout, design, and writing. In 1989 one inmate received an award for her published poetry in the Prison Arts Foundation annual artistic contest (Gilkinson, 1989).

In 1984 consultation between Frontier College representatives and the federal penitentiary resulted in the initiation of ABE classes and literacy tutoring in the federal system including the psychiatric centers (Frontier College, 1984).

SUMMARY

The growth of Adult Basic Education and literacy tutoring programs has been most marked in Saskatchewan during the past two decades. The basic roots of the programs lie not only in the social forces which have shaped Saskatchewan society but also in federal policies which have stimulated both program growth and retrenchment. In the same year in which Secretary of State funding was secured for literacy programs in Saskatchewan, *A New Beginning, A Background Paper on Adult Illiteracy and Undereducation in Saskatchewan* (Saskatchewan Education, 1987a) presented these facts on the situation which existed in 1987:

- Up to March, 1987, approximately 2,300 students were enrolled at some point during the year, in 51 "mainly continuous intake Adult Basic Education programs being offered in community/regional colleges" in the province. These ABE classes were run on a full-time or a part-time basis with 12 to 15 students in the Grade 1 to 4 level classes.

- Volunteer tutoring, together with ABE for the functionally illiterate, might involve as much as 3.1% of the illiterate and functionally-illiterate target group per year in this province.

- Part-time ABE classes that run on a user-pay fee basis, particularly levels 5 to 10, typically attract non-Native/nonimmigrant males around 19 to 25 years of age (p. 26).

- The full-time ABE classes which involve referral agencies, such as CEIC, have a profile of females particularly, between ages 19 to 25, with approximately 60% to 70% being of Native ancestry (p. 27).

- Six hundred students functioning at a Grade 4 level or lower receive some form of literacy instruction per year in Saskatchewan. Most of this instruction is being provided by volunteer tutor programs. Assuming all of these students receive a literacy level of Grade 4, they would represent less than 1% (.34%) of the functionally illiterate population in Saskatchewan (p. 25).

- Programs based on voluntary attendance and participation such as literacy and GED testing service, appeal to "mainstream" adults lacking a credential, those who are either embarrassed by the lack of a credential, or impeded by the lack of skills (p. 28).

- Full-time ABE programs involving referral agencies tend to recruit students who have multiple problems and those with more serious educational deficiencies, than those who have achieved a Grade 8 to 10 level (pp. 28, 29).

- Literacy tutoring and full- and part-time ABE programs which develop academic skills may be seen as simply scratching the surface when compared to the size of the problem ... (p. 26).

. For those functioning above the fourth grade level, regional colleges offer a variety of Adult Basic Education classes at the Grade 5 to 10 and 11 to 12 levels. They include Academic Upgrading, Life Skills, and Orientation to Occupations. In Saskatchewan 5,500 students have been attending ABE Grade 5 to 10 programs. Approximately 500 adults attend ABE Grades 11 and 12 classes. The total Saskatchewan adult involvement in literacy to Grade 12 activities, sponsored through adult education organizations and agencies, is 6,000 (pp. 29-32).

In summary, we find that early migration and settlement patterns, fluctuating socioeconomic and environmental conditions, ethnic composition of the population, and the structure and funding of the postsecondary education system are related to the present low levels of literacy within this province.

Concerns with enhancing adult education program delivery, especially for those who are disadvantaged within the population, have intensified during the past two and one half decades. Federal-provincial funding agreements have been the major impetus for increased ABE programming as well as for reduction in such programs. Concern with adult literacy learning in and of itself has been a recent phenomenon. At the present time literacy learning programs are almost wholly dependent on special Secretary of State funding, provincial flat grants, and the volunteer sector for their operation and survival.

The foregoing historical, cultural, and demographic overview provides a context within which to view the present programs. We turn now to a discussion of Findings about the programs.

CHAPTER FOUR: FINDINGS - THE NATURE, SCOPE, CONTEXTS, AND CURRENT STATUS OF ADULT LITERACY PROGRAMS IN SASKATCHEWAN

> *I always, well I think I made myself believe that there is no need to read. I've made it forty-two years now without reading, what's the sense of reading. That's the way that I looked at it before. But there is a great need after you get a little taste of it - a great need. After you get a little taste of it then you want it all.*
> (Stan: a learner)

Saskatchewan's 15 campaign-funded literacy programs have demonstrated rapid and substantial growth since the outset of the Campaign, as more and more learners have come forward "wanting it all." The descriptions reported here may be thought of as photographs reflecting the general status of programs during the period January 1, 1988, to July 31, 1989. That the programs are in a state of continual evolution should be kept in mind.

The purpose of this chapter is to describe the nature, scope, contexts, and current status of literacy programs in Saskatchewan during the period of the study.

In Part I, an overview of the programs is given. The organization and distribution of the literacy programs and the estimated populations of need for literacy learning in each program area are presented.

In Part II, a few "snapshots" of programs are featured. Some of the distinguishing characteristics, similarities, and differences of the programs are reviewed.

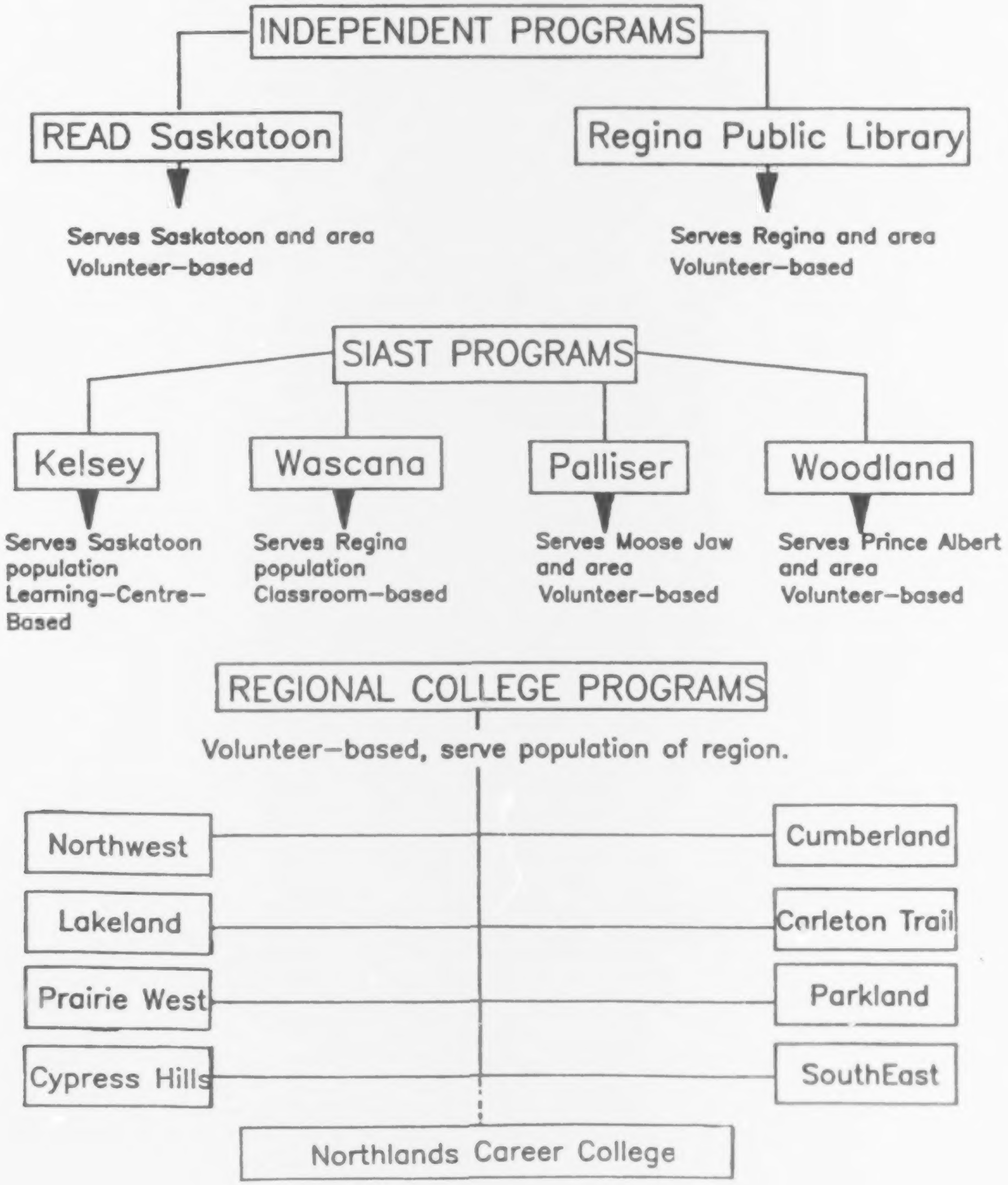
In Part III, considerable attention is given to changes in enrollments and the scope of coordinators' activities which occurred during the first year and a half of the Literacy Campaign.

Part IV concludes with a summary of findings on the current status of adult literacy programs in the study and on the perceived effects of the literacy campaign on the programs.

PART I: OVERVIEW OF THE LITERACY PROGRAMS

The 15 literacy programs which are the subject of this evaluation are illustrated in Figure 4. Thirteen of the programs are volunteer based. Under the direction of a literacy program coordinator, programs rely on volunteer tutors to teach adults how to read and write. The remaining two programs have different configurations. The programs are provincial in overall scope, serving a wide variety of learners in over 86 locations. Six of the programs are urban-centered while the remaining nine serve mixed urban and rural communities. All programs are geographically-based and are offered by a specific organization or institution. Programs are classified for illustration purposes as independent; regional college-based, and SIAST-based. Two

Figure 4
Types of Literacy Programs
Funded by the 1987–1990
Saskachewan Literacy Campaign


INDEPENDENT PROGRAMS
READ Saskatoon
Serves Saskatoon and area
Volunteer–based
Regina Public Library
Serves Regina and area
Volunteer–based
SIAST PROGRAMS
Kelsey
Serves Saskatoon population
Learning–Centre–Based
Wascana
Serves Regina population
Classroom–based
Palliser
Serves Moose Jaw and area
Volunteer–based
Woodland
Serves Prince Albert and area
Volunteer–based
REGIONAL COLLEGE PROGRAMS
Volunteer–based, serve population of region.
Northwest
Lakeland
Prairie West
Cypress Hills
Cumberland
Carleton Trail
Parkland
SouthEast
Northlands Career College

SIAST programs which are volunteer tutor programs will be included in discussion of volunteer programs.

Independent Programs

- **READ Saskatoon**

  As noted in Chapter Two, READ Saskatoon is an independent, nonprofit incorporation with a volunteer board of directors. The program offers confidential, one-to-one literacy tutoring to all learners who apply on a first-come-first-serve basis, except learners with visual or hearing impairments, multiple handicaps, and severe learning disabilities. Tutors are trained by the program for agencies such as the Open Door Society and the Regional Psychiatric Center of the federal penitentiary.

- **Regina Public Library (RPL)**

  The RPL program offers confidential, one-to-one volunteer tutoring to all learners who apply to the program, on a first-come-first-serve basis. The program serves primarily the urban population of Regina, but to some extent the surrounding rural community. The program is centralized within the Regina Public Library at its downtown location. It also offers tutor training and some space for tutoring in three or more branch locations, depending on needs and requests from the communities.

Saskatchewan Institute of Applied Science and Technology (SIAST) Programs

The four SIAST campuses - Kelsey, Wascana, Palliser, and Woodlands - offer literacy education in three different ways.

- The **Woodlands and Palliser campuses** offer volunteer tutor-based programs which are very similar to the regional college programs, but are limited in scope to the urban centers served by SIAST campuses.

- The **SIAST Kelsey campus** provides instruction and tutoring in a learning center setting where an instructor and tutor, along with other learning center instructors, assist adult learners who attend the center on a regular or drop-in basis.

- The **SIAST Wascana campus** offers an Adult Basic Education literacy class free of charge to 10 learners. The class is taught by one instructor on a part-time basis for 10 hours a week. It is geared to learners at the 1 to 4 literacy level but includes those progressing to higher levels in some areas.

Regional College Programs

- There are eight regional colleges with volunteer tutor-based literacy programs. A ninth college, Northlands Career College, is not generally referred to as a regional college, but is included in this category for ease of discussion. Of these nine college literacy programs, three are completely new while six originated as former community college programs.

Estimated Populations of Need for Literacy Learning (EPN)

The limitations have been discussed of estimating populations of need for literacy learning from statistical data. Statistics are helpful, nonetheless, in ascertaining patterns of potential need and the extent to which programs are serving populations of need in their area.

For purposes of estimating the populations of need for literacy learning, programs were grouped according to north, central, and south regions, and to geographical areas served by each of the programs. A map of Regional College Boundaries prepared by Saskatchewan Education (1988b), was used as a prototype for representing all the program locations and estimated populations of need. As indicated previously, populations of need for each program were estimated from statistics assembled in a special geographically-coded run on 1986 census data prepared for Saskatchewan Education, in November 1988[9] (Statistics Canada, 1988b).

The geographical distribution of programs and areas served by them is illustrated in Figure 5.

The north region corresponds roughly to that area of the province north of the 54th parallel once known as the Northern Administration District. The entire northern region is served by Northlands Career College.

The south region corresponds to that area of the province lying south of the Saskatchewan and Qu'Appelle rivers. The population of this area is served by the literacy programs of Cypress Hills Regional College in the west and by Southeast Regional College in the east. In the southern urban centers, the population of Regina is served by the Regina Public Library literacy program and the SIAST Wascana Campus program. The population of Moose Jaw is served by the SIAST Palliser Campus literacy program.

The broad band between the north and south regions is designated as the central region. This area is served by the literacy programs of six regional colleges: Northwest, Lakeland, Cumberland, Prairie West, Carlton Trail, and Parkland. The urban population of Saskatoon is served by the READ Saskatoon and SIAST Kelsey Campus programs, while the urban population of Prince Albert is served by the SIAST Woodland literacy program.

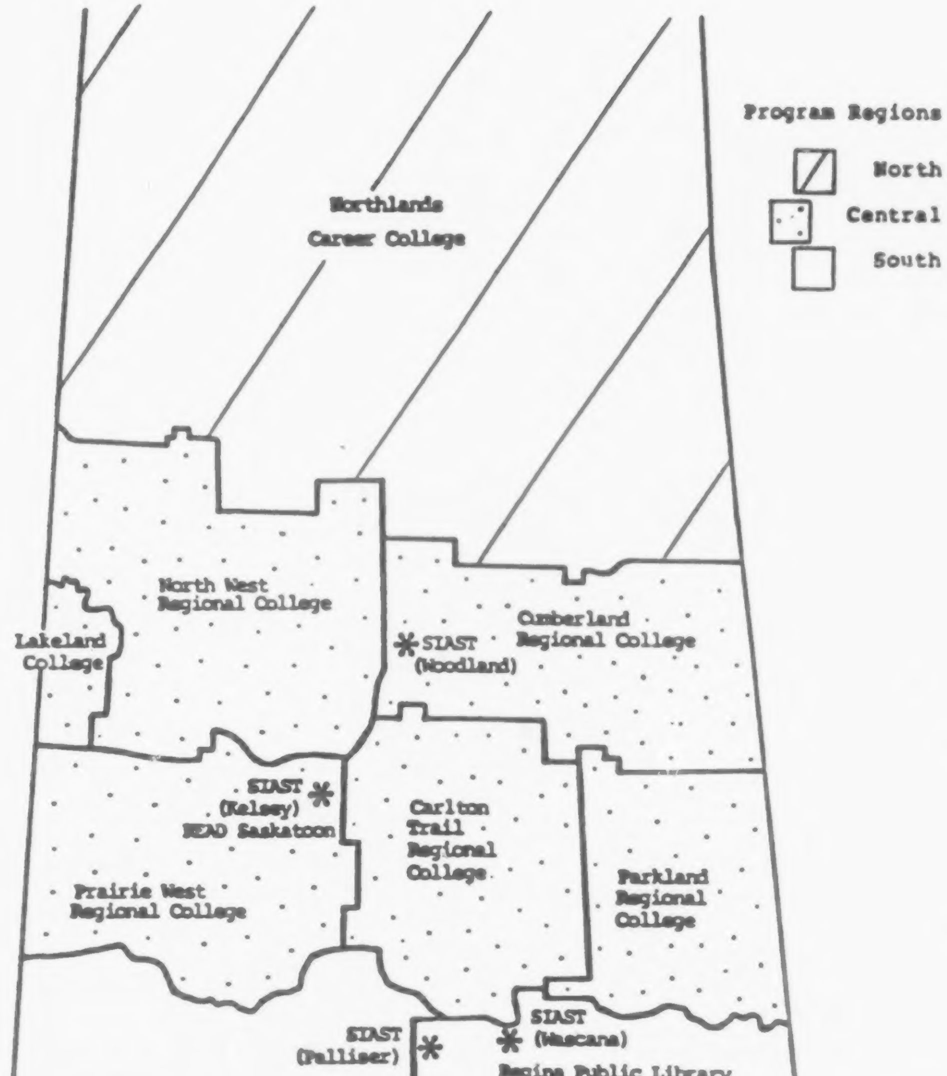
The Lakeland College literacy program is shared and partially funded by the Province of Alberta. It serves the urban population of Lloydminster and close surrounding areas in Saskatchewan.

Figure 6 illustrates the municipal boundaries, highways, and access roads for each of the regional college program areas.

Unique characteristics of estimated populations of need emerge when we examine the data from the perspectives of geographical distribution, age distribution, gender, and ancestry in various areas. Some of the findings, based on 1986 census data, are summarized as follows:

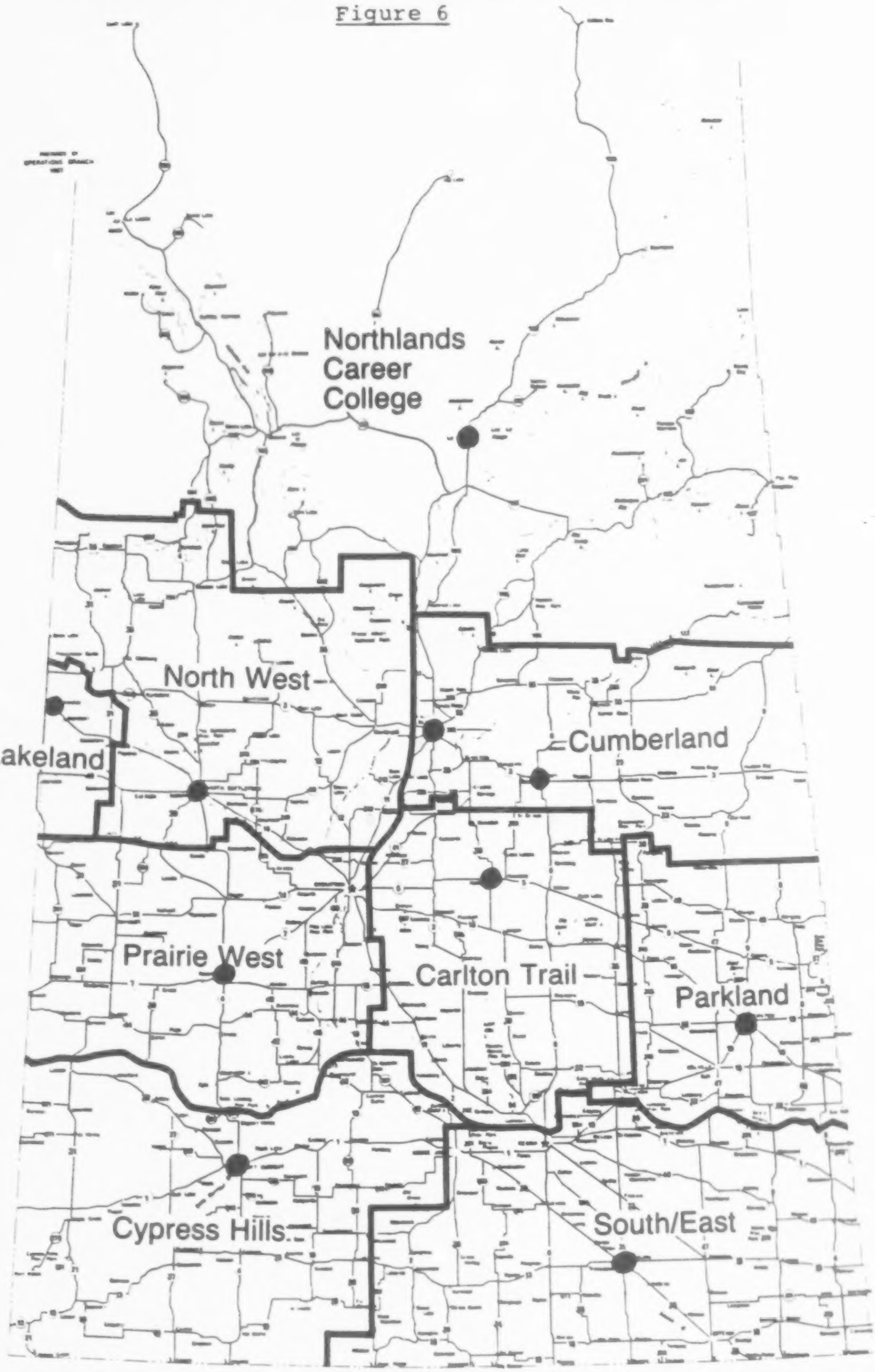
Figure 5

Geographical Distribution and Areas Served by 15 Saskatchewan Literacy Programs


Program Regions
▨ North
Central
☐ South
Northlands
Career College
North West
Regional College
Lakeland
College
SIAST
(Woodland)
Cumberland
Regional College
SIAST
(Kelsey)
READ Saskatoon
Carlton
Trail
Regional
College
Prairie West
Regional College
Parkland
Regional
College
SIAST
(Wascana)
SIAST
(Palliser)
Regina Public Library
Cypress Hills
Regional College
Southeast
Regional College

Saskatchewan Regional Colleges

Figure 6


Northlands
Career
College
North West
Lakeland
Cumberland
Prairie West
Carlton Trail
Parkland
Cypress Hills
South/East

January, 1988

Overall Estimated Populations of Need for Literacy Learning (EPN)

- total population of Saskatchewan **1,044,150**
- population 15 years of age and over. This represents 71.9% of the total provincial population (i.e., all ages) **751,085**
- **populations 15 years of age and older who have not attended school beyond the Grade 8 level. This represents 13.8% of the total Saskatchewan population (i.e., all ages) and 19.2% of those who are 15 years of age and over 44,130**

Geographical Distribution of EPN

As can be seen in Figure 7, the areas with the highest EPN are served by:

Parkland Regional College	**19,000**
Northwest Regional College	**16,770**
Southeast Regional College	**16,185**

When the EPN of the four main urban centers are combined with those of the regional college areas, the regional picture is interesting. The percentages in this instance, derived from Figure 7, represent the percent of the **provincial** EPN of 144,130, rounded off to the nearest 100 which is comprised by the region. When looked at this way we can see that the central region of the province has the highest percentage of the provincial EPN.

North Region	**(4.5%)**	**6,600**
Central Region	**(64.1%)**	**92,400**
South Region	**(31.2%)**	**45,200**

Percentage Distribution of EPN by Program Areas

A different perspective is acquired when we examine, in Figure 8, the **percentage of the adult population 15 years of age and over in each program area** which has not attended school beyond the Grade 8 level. We can see, for example, that in the area served by Northlands Career College, close to half (42.6%) of the population 15 years of age and older in the northern region has not gone to school beyond the Grade 8 level. Some sources cite higher percentages (Personal Correspondence from Ron Skage, Gabriel Dumont Institute, 1989). See Figure B in Appendix N for a more detailed illustration of educational levels in the North.

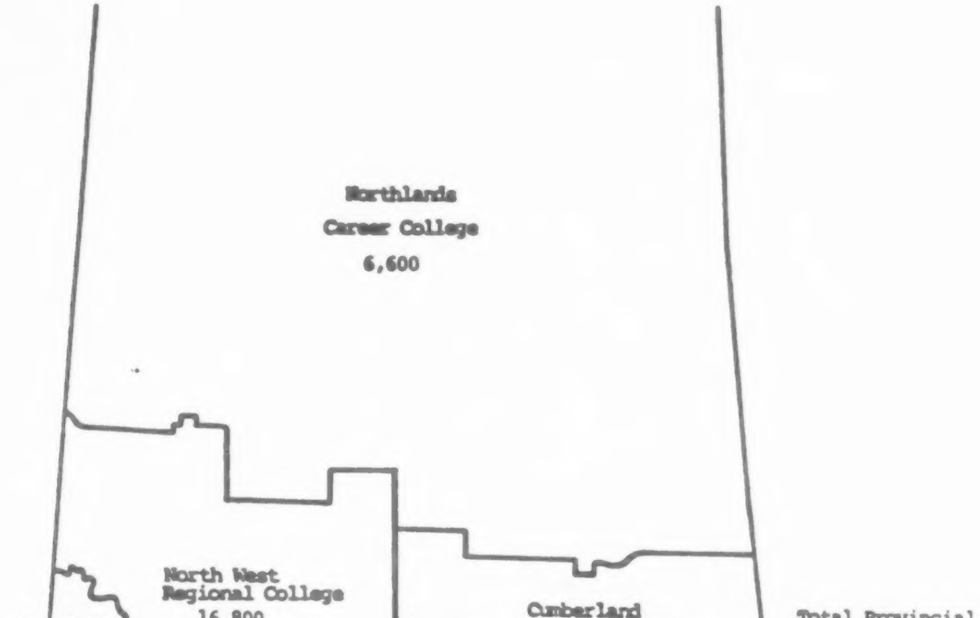
The areas served by Parkland Regional College and Northwest Regional College have the second and third highest percentages of adults in these areas at 30.2% and 27.2%, respectively, who have not gone beyond the Grade 8 level in school.

Age Group and Gender Distributions

Yet another important perspective is gained when we examine **age-related** factors for the province as a whole and for each of the programs, as illustrated in Figure 9 and Table 4 in the text. Table A in Appendix M contains a more detailed breakdown of age groupings.

Figure 7

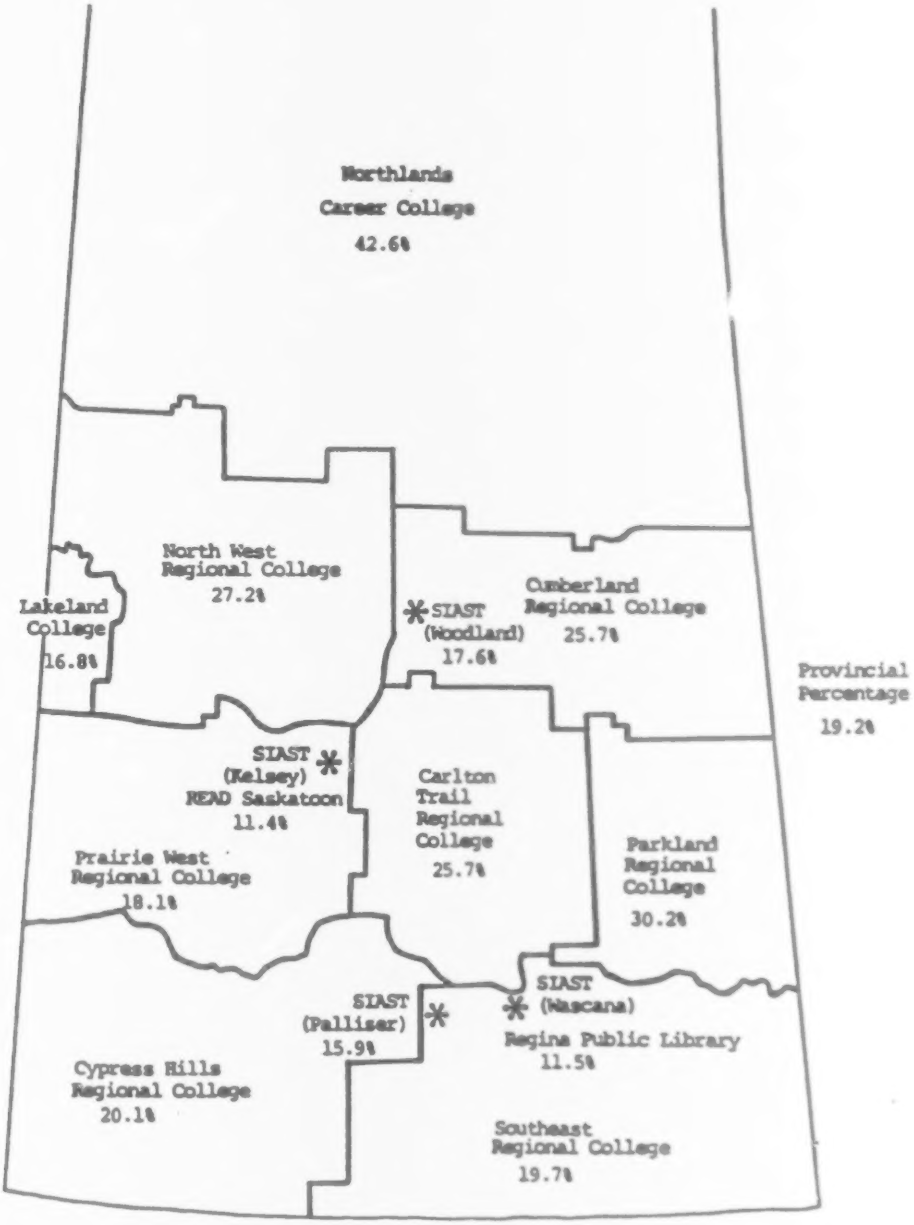
Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level According to Program Areas (1986 Census)


Northlands
Career College
6,600
North West
Regional College
16,800
Lakeland
College
2,000
*SIAST
(Woodland)
4,300
Cumberland
Regional College
11,400
Total Provincial
Population 15
Years of Age and
Older
751,085
SIAST *
(Kelsey)
READ Saskatoon
15,500
Prairie West
Regional College
9,100
Carlton
Trail
Regional
College
14,300
Parkland
Regional
College
19,000
SIAST
(Palliser) *
4,200
* SIAST
(Wascana)
Regina Public Library
15,200
Cypress Hills
Regional College
9,600
Southeast
Regional College
16,200

* Numbers rounded off to the nearest 100.

Figure 8

Populations 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level Expressed as Percentage of Population 15 Years and Older According to Program Areas (1986 Census)


Northlands
Career College
42.6%
North West
Regional College
27.2%
Lakeland
College
16.8%
SIAST
(Woodland)
17.6%
Cumberland
Regional College
25.7%
Provincial
Percentage
19.2%
SIAST
(Kelsey)
READ Saskatoon
11.4%
Carlton
Trail
Regional
College
25.7%
Parkland
Regional
College
30.2%
Prairie West
Regional College
18.1%
SIAST
(Wascana)
SIAST
(Palliser)
15.9%
Regina Public Library
11.5%
Cypress Hills
Regional College
20.1%
Southeast
Regional College
19.7%

Note. [1]The percentage figures are interpreted as follows: Of all adults ages 15 years and over in the Parkland Regional College area, 30.2% have not attended school beyond the Grade 8 level.

Figure 9

Populations 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Age Groups According to Program Area (1986 Census)

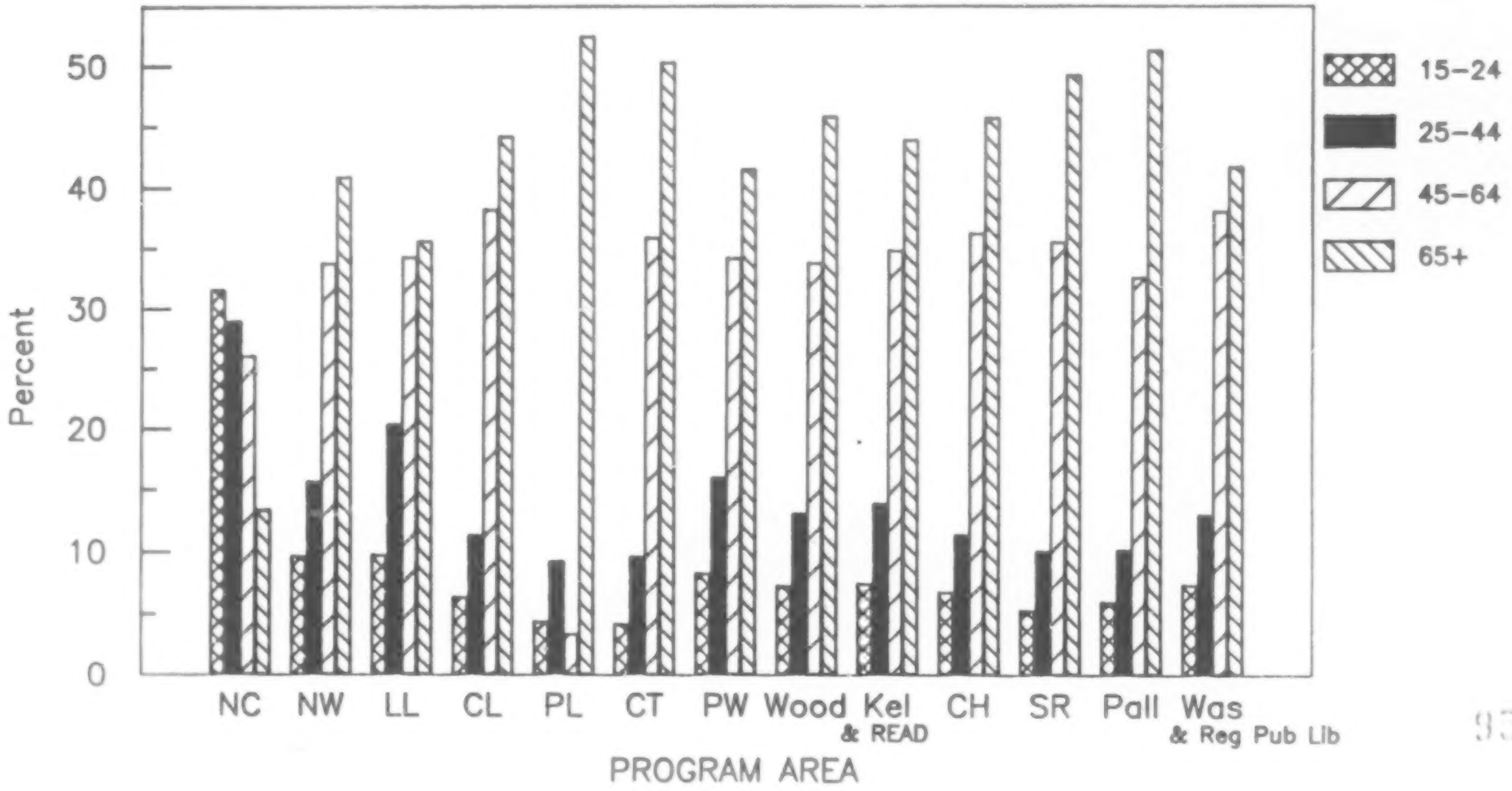


Table 4

Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Age Groups and Gender According to Program Area (1986 Census)

GENDER AND AGE GROUPS BY YEARS

PROGRAM REGION/ Program	15-24		25-44		45-64		65+		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
NORTH									
Northlands Career College	1,160	935	1,000	920	925	805	490	400	6,635
CENTRAL									
North West Regional College	935	690	1,610	1,015	3,145	2,525	3,495	3,355	16,770
Lakeland College	110	85	280	125	395	290	385	325	1,995
Cumberland Regional College	455	270	850	440	2,620	1,730	2,690	2,345	11,400
Parkland Regional College	515	320	1,065	680	3,575	2,860	4,750	5,230	18,995
Carlton Trail Regional College	390	205	930	450	2,980	2,165	3,700	3,495	14,315
Prairie West Regional College	490	265	880	570	1,885	1,235	2,105	1,680	9,110
SIAST (Woodland), Prince Albert	155	155	310	245	645	795	865	1,085	4,255
SIAST (Kelsey), Saskatoon & READ Saskatoon	610	545	1,245	885	2,655	2,730	2,905	3,890	15,465
SOUTH									
Cypress Hills Regional College	355	295	690	400	2,010	1,475	2,270	2,120	9,615
Southeast Regional College	555	300	1,055	570	3,610	2,140	4,200	3,755	16,185
SIAST (Palliser), Moose Jaw	160	90	215	205	670	685	1,035	1,095	4,155
SIAST (Wascana), Regina & Regina Public Library	660	470	1,045	920	2,880	2,910	2,480	3,870	15,235
PROVINCIAL TOTALS	6,550	4,625	11,175	7,425	28,000	22,340	31,370	32,645	144,130

* Numbers rounded off to the nearest 5.

Seniors

Almost 45% (64,015) of the EPN in Saskatchewan is 65 years of age and older. The area served by Parklands Regional College has the greatest number of people in this category at 9,980. That is, 52.5% of the EPN in the Parkland area is 65 years of age or older. Other programs which have relatively high numbers of EPNs in this category include: Southeast Regional, Carlton Trail, and Northwest Regional Colleges, and SIAST Palliser campus.

As the historical overview suggests, there are several possible explanations for low literacy levels among a substantial proportion of seniors in the province. Those who are over 75 years of age today were born during the first decade of the century and were between 20 and 30 years of age during the Depression. They were children of the homesteaders or homesteaders themselves. In the Yorkton area there were large numbers of Ukrainians and other European non-English-speaking settlers who were illiterate and raised during a time of much hardship and deprivation. For many of these individuals, schooling was so minimal that even in their own language a Grade 8 level of completion was seen as an accomplishment (Piniuta, 1978).

Those who are between 46 and 65 years of age were children of the Depression, World War II, and the postwar years. This was also a time of interrupted learning, fluctuations in the wheat crops and the economy, and demands of the postwar boom in which available young men were needed for building and renewal, especially in the rural areas.

The years 1900 to 1940 were also a period of great deprivation and hardship for aboriginal peoples in the province. Troyer (1988) conducted a study of unmet needs of off-reserve Indian and Metis elderly in Saskatchewan. Of a sample of 366 aboriginal people 50 years and older who were living in the south, 72% had less than Grade 9 education and 14.5% had no formal schooling (p. 38). Of 57 respondents living in the North, 93.1% had less than Grade 9 education, and of these, the majority (58%) had no formal schooling whatsoever (pp. 38-39). Troyer also found that as many as 38% of aboriginal people age 50 years and older have difficulty with speaking, reading and writing English, and this group "have significantly more unmet needs than do the Native elderly who have acquired English skills" (p. 44).

15 to 44 Year Age Group

There are also regional variations in the populations of need between 15 and 44 years of age. We can see that the EPN for the 15 to 24 year and 25 to 44 year categories **when combined**, is highest for the areas served by the following four programs. Note that these percentage figures represent the **percent of the total EPN in the area** served by programs and are not contained in the tables:

Northwest Regional College	**(25.3%)**	**4,250**
Northlands Career College	**(60.5%)**	**4,015**
SIAST Kelsey and READ Saskatoon	**(21.2%)**	**3,285**
SIAST Wascana and Regina Public Library . .	**(20.3%)**	**3,095**

Thus, in the Northlands Career College region, 60.5% of the EPN is between 15 and 44 years of age. In the Northwest Regional College area, one quarter of the EPN is in this age bracket. Approximately one fifth of the EPN in Regina and Saskatoon is also between 15 and 44 years of age.

While the causes of the high EPN in these combined age categories are a matter of speculation, three factors may be operative here: poor socioeconomic conditions within the regions; settlement patterns of aboriginal and non-English speaking immigrants; and the intergenerational effects of inadequate schooling among both aboriginal and nonaboriginal people.

Gender and Age

Differentiation by gender of potential literacy learners indicates that, for all age categories except one, there are more males than females in need of literacy learning. See Figure 10 and Table 4 in the text, and Table B in Appendix M. Males who have not completed school beyond the Grade 8 level exceed females by 10,050 and comprise 53.4% of the total EPN. What is notable is that the greatest gender differences occur in the 45 to 64 year age category, wherein there are 5,660 more males than females with low educational attainment. Only in the 65 years of age and older category are there more females than males who did not attend school beyond the Grade 8 level. Historical reasons are undoubtedly contributing factors here. The Depression and the need for young men on the farms in the postdepression years were marked with early discontinuation of schooling by young men. As for pioneer women who were not British-born, many had limited schooling, if any.

By program, the number of males who have not attended school beyond the Grade 8 level exceeds that of females in all program areas except the SIAST programs. In the case of SIAST Palliser it is evenly split. It is interesting to note that on a program-cumulative basis, slightly over half (53.48%) of the total estimated population of need is male; and that on a program-by-program basis these four programs have the highest number of males in need of literacy learning: Lakeland, Cumberland, Prairie West, and Southeast Regional. Nonetheless, there are substantial numbers of females among the estimated populations of need across the province.

Despite the predominance of males over females in the provincial EPN, the number of females is substantial at 67,040 or 46.4% of the total EPN. The areas with the highest female EPN for all age categories are those served by the following programs: Parkland, Northwest Regional Colleges; SIAST Wascana and RPL; and SIAST Kelsey and READ Saskatoon. Among those who are in the 15 to 44 years of age categories, the female EPN is highest for Northwest Regional College, Northlands Career College, Saskatoon, and Regina.

Distribution According to Ancestry

The discrepancies in estimates of the aboriginal population for the province as a whole and for program areas within it are considerable. The percentages and numbers illustrated in Figure 11 and Table 5, were derived from Regional Planning Profiles provided by Saskatchewan Education, 1989. These data indicate that 15,855 or 11% of the Saskatchewan population 15 years of age and older who have not attended school beyond the Grade 8 level, is of aboriginal ancestry.

Indian and Northern Affairs' figures suggest that 28,833 or 45% of adults of aboriginal ancestry have less than a Grade 9 education (Indian and Northern Affairs Canada, 1988). If this figure is correct, then 20% of Saskatchewan adults who have not attended school beyond the Grade 8 level are of aboriginal ancestry (28,833 of 144,130).

Figure 10
Populations 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Gender According to Program Areas (1986 Census)

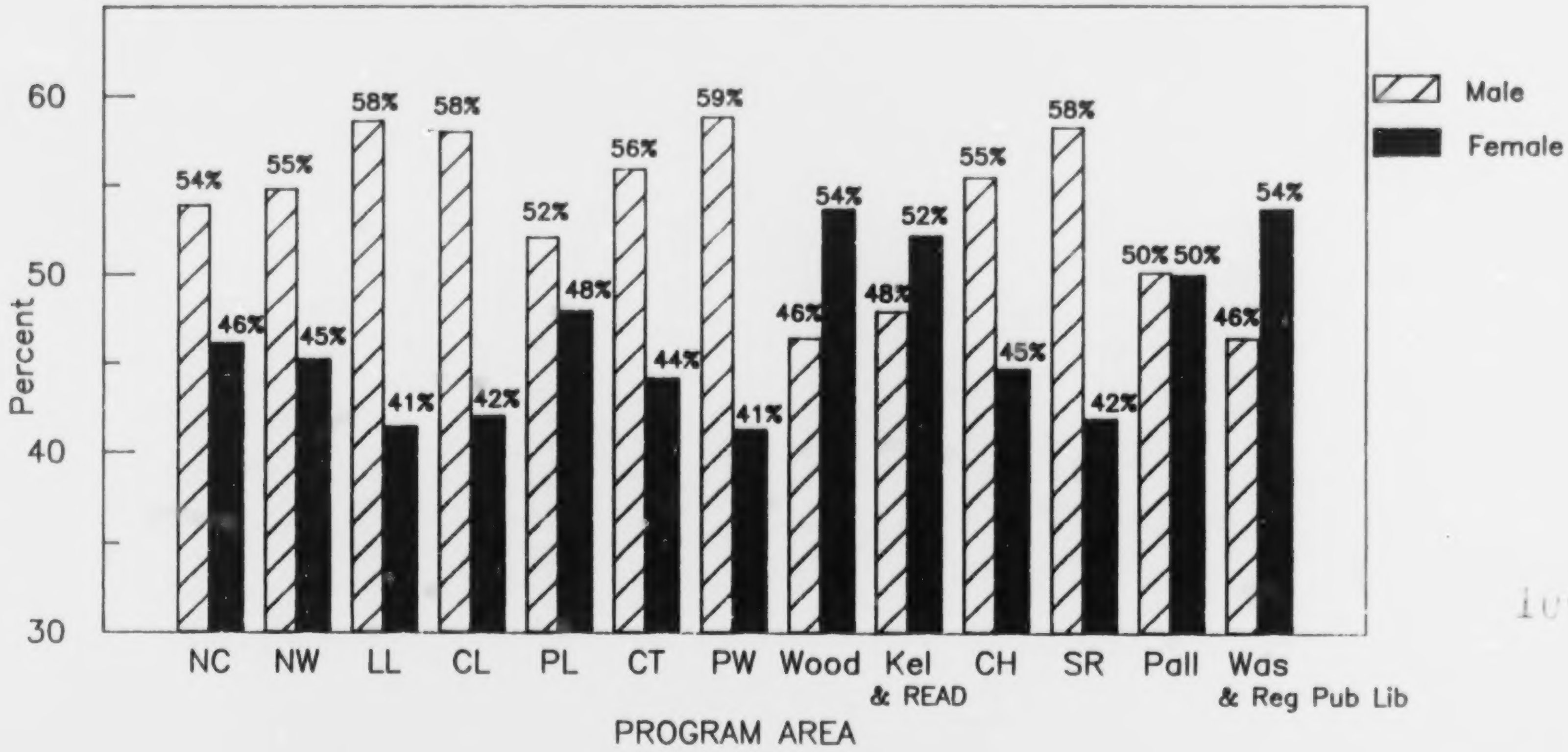
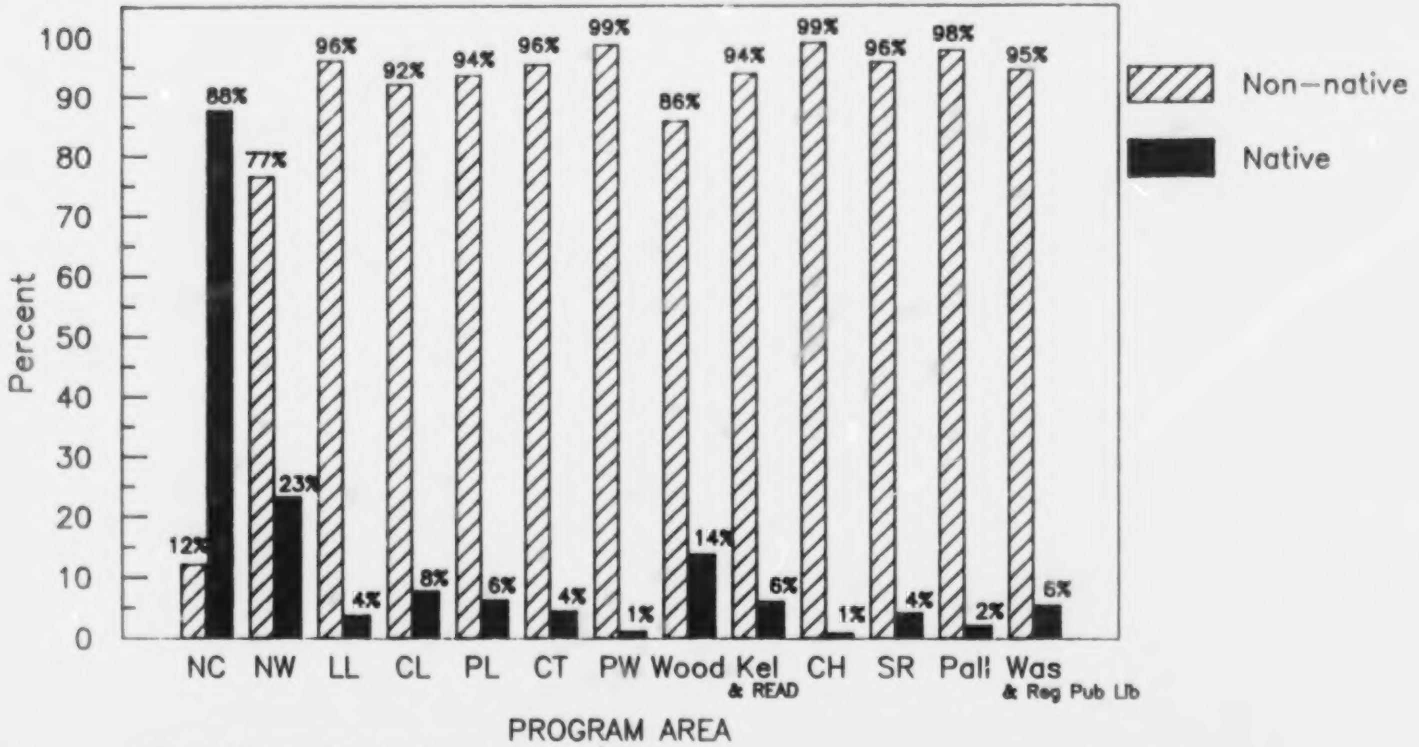


Figure 11

Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Ancestry** According to Program Areas (1986 Census)[1]



Note: * Percents rounded to the nearest 1/10th.
** Population of native ancestry includes Status Indians, Non-Status Indians, and Metis.

[1] Adjusted figures for the total Indian/Native population in Saskatchewan (Indian and Northern Affairs Canada, 1988) suggest the actual number is closer to 116,500. Of that number 64,675 are 15years of age and over; and 28,833 or 45% are estimated to have less than Grade 9 education.

Table 5

Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Ancestry** According to Program Areas (1986 Census)

PROGRAM REGION/Program	Non-native	Native	Total
NORTH			
Northlands Career College	815	5,820	6,635
CENTRAL			
North West Regional College	12,865	3,905	16,770
Lakeland College	1,920	75	1,995
Cumberland Regional College	10,510	890	11,400
Parkland Regional College	17,805	1,190	18,995
Carlton Trail Regional College	13,665	650	14,315
Prairie West Regional College	9,005	105	9,110
SIAST (Woodland), Prince Albert	3,665	590	4,255
SIAST (Kelsey), Saskatoon & READ Saskatoon	14,525	940	15,465
SOUTH			
Cypress Hills Regional College	9,530	85	9,615
Southeast Regional College	15,510	675	16,185
SIAST (Palliser), Moose Jaw	4,065	90	4,155
SIAST (Wascana), Regina & Regina Public Library	14,395	840	15,235
PROVINCIAL TOTALS	128,275	15,855	144,130

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* Numbers rounded off to the nearest 5.

** Population of native ancestry includes Status Indians, Non-status Indians, and Metis.

The areas served by Northlands Career College, Northwest Regional, and Parkland Regional Colleges have the highest representation of learners in this category which is consistent with the population composition of these areas. Figure 12 illustrates the distribution of Treaty Indian reserves by program area. Since many Non-Status Indians and Metis people reside near reserves, Figure 12 provides helpful information on the rural distribution of the aboriginal population.

When we examine the proportion of the estimated population of need which is of aboriginal ancestry in each program area, quite a different picture presents itself. As indicated in the figures below, 87.7% of the total EPN in the areas served by Northlands Career College is of aboriginal origin. Of the aboriginal population in the Northwest Regional College area, 56.1% have educational attainment levels beyond Grade 9 while slightly over 20% have not attended school beyond the Grade 8 level. In the Parkland Regional College area those of aboriginal ancestry comprise only 6.2% of the total EPN. In the urban centers of Saskatoon and Regina the proportion of the EPN which is of aboriginal ancestry is also fairly low at 6.0% and 5.5% respectively. Other studies such as those conducted by the Circle Project (Dubray-Byrd, 1989, June 13) suggest, however, that the actual EPN in Regina is somewhat higher than these statistics show.

Distribution of Immigrant and Refugee Population

Statistics from Employment and Immigration Canada indicate that approximately 1,860 immigrants and 815 refugees came to Saskatchewan in 1986 (Employment & Immigration Canada, 1987, p. 53; 1988, pp. 14, 22). A small proportion (15.6%) of the immigrant population 15 years of age and older did not attend school beyond the Grade 8 level (Statistics Canada, 1989b, pp. 7-8). The majority of immigrants settled in Saskatoon or Regina and another 600 were dispersed in other centers in the province. Most of the refugees and immigrants are from non-English speaking countries and thus comprise part of the pool of ESL learners whose programs across the province, particularly the Regina Public Library, may be requested to assist with literacy learning.

PART II: THE LITERACY PROGRAMS

In this section, the contexts of selected programs are portrayed through "picture snapshots." Similarities and differences, as well as strengths and limitations of the different types of programs, are briefly highlighted. General discussion follows in which suggestions for improvement are offered.

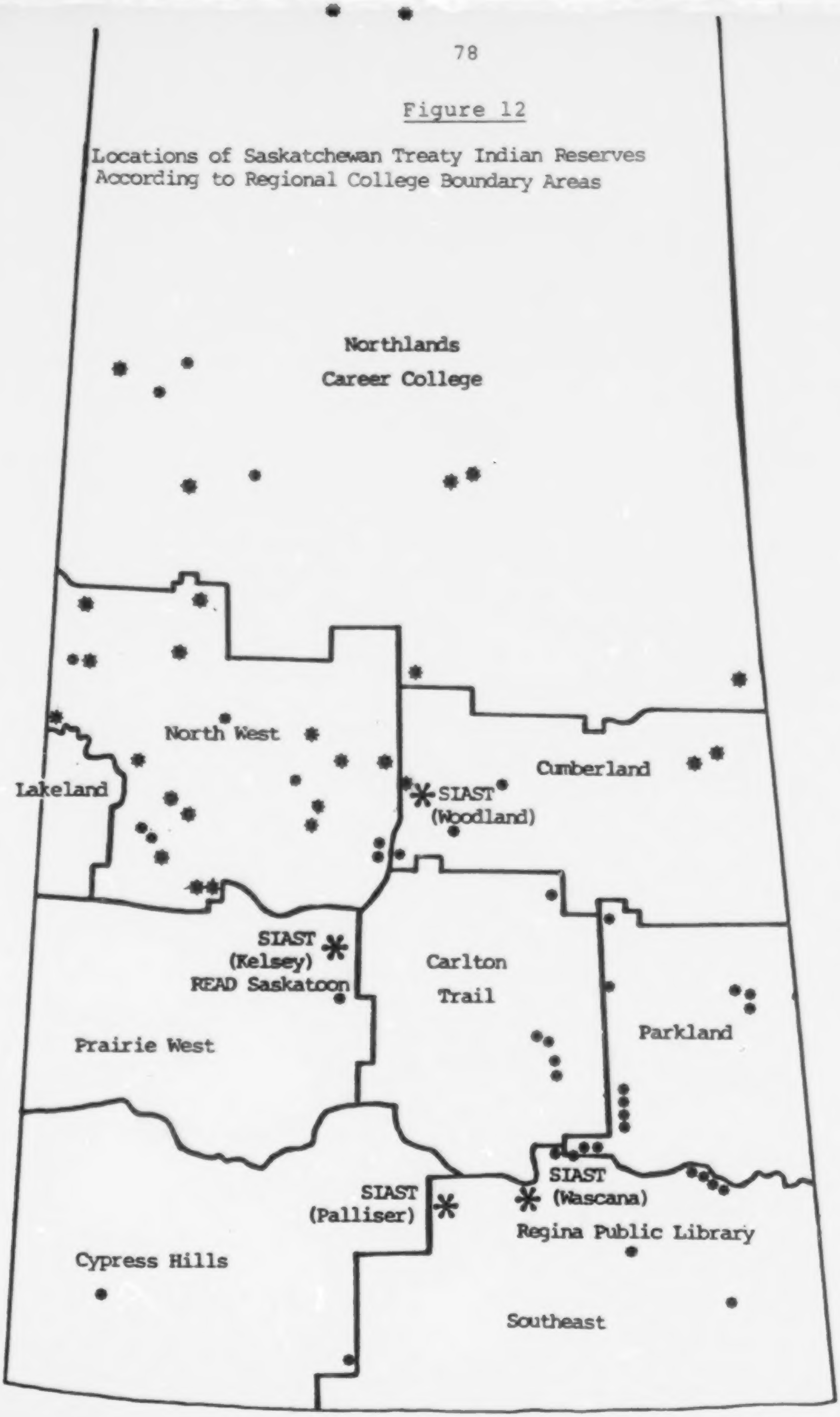
Independent Programs

Picture One: The Regina Public Library

On the mezzanine floor at the back of the downtown location of the Regina Public Library (RPL), behind the records and stacks of books, is an open space with several tables and chairs. There, at any given time of the day or evening; on weekdays, Saturdays, and Sundays; once, twice, sometimes even three or four times a week, this is the place where pairs of tutors and learners work together on literacy learning.

Figure 12

Locations of Saskatchewan Treaty Indian Reserves
According to Regional College Boundary Areas


Northlands
Career College
North West
Lakeland
Cumberland
SIAST
(Woodland)
SIAST
(Kelsey)
READ Saskatoon
Carlton
Trail
Prairie West
Parkland
SIAST
(Wascana)
SIAST
(Palliser)
Regina Public Library
Cypress Hills
Southeast

Next to the learning center is Mary C.'s "office" crowded with cabinets, desks, files, and shelves. This is where the telephones are and where, among the piles of papers, books and files, she and a part-time assistant answer calls from learners, respond to requests for information, assemble files on tutors and learners, keep an eye on the learning center, prepare teaching-learning resources and fulfill various other tasks while trying to be available.

Just a short way down the hall is a classroom where tutors come for training and where learners gather in small groups on a regular basis every month. "Out in the branches" other rooms and other open spaces are also occupied with tutors and learners, or, from time to time, with tutor-training sessions. The library has had to step up its training to keep up with the demand for tutors, because in the first year and a half of the campaign, there has been a 72% increase in learner enrollments. Three hundred twenty-nine active tutor-learner pairs are working together somewhere in the city and 109 learners are still waiting to be matched with tutors.

On one particular day the focus of the activity is in the lower floor auditorium where the Regina Public Library is holding its first Learners' Conference. Over 110 literacy learners are here to listen to speakers, to converse with others, and to offer suggestions about their literacy learning. People are feeling a little shy. The offers of muffins, coffee, and juice are readily accepted as library staff welcome people individually. After the official welcome and a few speeches, people are divided into small discussion groups.

This is "get acquainted" time and facilitators are ready with flip charts and questions. Where have they come from? Who are they? What do they want from the RPL program?

Where have they come from? Seventy percent of the learners are new Canadians - a reflection of the current and continuing demand for literacy tutors from the RPL literacy program. Iraq, Iran, Ethiopia, El Salvador, China, Hong Kong, Vietnam, Thailand, Poland, Romania, Hungary, Czechoslovakia, Chile, Peru, Japan, Greece, and Nicaragua are among the countries represented. Thirty percent of the group are "home grown" and include the members of the learners group who, with Mary's help, planned it all. They come from Regina, a few rural areas, and Saskatoon.

Who are they? In small groups the learners begin to feel a little more comfortable. One or two tutors are also present, as are a few other guests. The small groups include a bank manager, a farmer, a grandma, a student, an artist, a "jack-of-all-trades," a clerk, a cashier, a photographer, a student from SIAST, and a learner in the PALS program. No one knows for sure who the literacy learners are. At that moment everyone present is part of the community of learners.

What do they want? They want more. They want ... to learn about PALS, meet new people, talk with one another, get information, learn together with others, learn about other cultures, learn .... From these learners' perspectives, the Regina Public Library is a nice place; a place to learn where no one has to know they go. At the same time, these learners have many suggestions of additional things they would like the RPL program to offer. They want group-learning types of activities. They want to join with others like themselves.

By the end of the conference the learners are voluble. The needs and desires for literacy learning palpable. The learners seem reluctant to go home... (Cavanaugh, M., 1989, May; Hindle, J., 1989, May, Personal Participant-Observation Notes).

In previous years there has been a steady stream of learners applying to the RPL program. Since the onset of the Literacy Campaign, the steady stream has become a flood, particularly among ESL learners. The majority of learners are between the ages of 20 and 50 and have some high school or university education. Eighty percent of them seek upgrading [illegible] higher level literacy skills which will enable them to further their education. Thirty percent want employment or want to improve their employment opportunities.

At the present time, despite the fact that literacy programming is a very high priority of the Regina Public Library system, resources for further expansion of the literacy program are limited. A larger learning center, which provides for individualized tutoring as well as for small group activities and close proximity to teaching/learning resources, would be ideal. Ready access to a diagnostic facility wherein auditory, speech, and learning disability problems could be assessed and provided, would also be helpful.

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Picture Two: READ Saskatoon

In a small office that was once a bedroom but is now used almost exclusively for READ, Sylvia Vicq will begin another day in her role as the READ literacy coordinator. From this tiny nerve center in her home, Sylvia will answer as many as 21 calls of inquiry a day. In the month following the recent media-advertising campaign there were 169 inquiries to the READ number. Of these, 86 were from potential tutors and learners.

Sylvia meets with learners to assess their needs wherever she can find reasonably private spaces. For the READ program, such spaces are at a premium. The Young Adult section of the Francis Morrison Library is used at times. Sometimes an office at Keisey Institute is available. Sometimes learners will have other suggestions, but meeting places do not include the learners' homes or that of the coordinator.

Volunteers who inquire will be invited to attend a tutor-orientation session where they will become more acquainted with the commitment required of tutors in the READ Saskatoon program. At one time Sylvia also met with tutors before matching them with learners. Increased demands upon her time no longer make this possible.

The Francis Morrison Library provides a meeting room for tutor training, but no storage space between sessions. Storage and transportation of tutor-training and resource material and lack of space generally are constant problems for the READ Saskatoon program.

In addition to appointments with learners, preparation for tutor-training sessions, and follow-up of learners and tutors, Sylvia will participate in as many as five or six committee meetings and literacy activities in a given month. These activities, such as the Saskatoon Literacy Coalition and the Learners' Planning Committees are representative of READ Saskatoon's high level of involvement in the community.

Sylvia uses the family computer for recordkeeping and has developed a detailed and comprehensive recordkeeping system. Due to the increase in inquiries and enrollments of tutors and learners in the program, recordkeeping now takes more time. From July to December, 1988, Sylvia had accumulated over 80 hours of overtime, to which another 46 hours were added in January. It is no longer possible to fulfill the increased responsibilities of the position on a part-time basis of 25 hours per week. Between the outset of the Campaign and March 31, 1989, learner enrollments in the program have increased by 128% and tutor enrollments by 58%. It is notable that the levels of tutor and learner enrollments in the program are close to the levels of those in the RPL Program in 1986.

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Similarities and Strengths of Independent Programs

READ Saskatoon and the Regina Public Library share these similarities, which are also strengths:

. They are independent from traditional, educational institutions, and to learners they represent an alternative to conventional educational programs. This seems to be important for learners who have developed very substantial fears about the educational system and who doubt their abilities to learn or to cope with an institutional environment.

. They offer a free, confidential service on a one-to-one basis which is supportive to meeting the individual's own goals and needs. As such, they are the only alternative to fee-paying institutionalized programs in the urban centers for those who are not sponsored by programs such as SSDP and NSIM.

. They rely on public library-based resources to which the learners, as tax paying citizens, have complete access if they so choose.

. They offer intensive tutor-training programs which have been developed over a long period. Therefore, there are referrals from other agencies and also many requests by the community at large for assistance with tutor training.

Both the programs and the staff are perceived by learners as necessary, caring, competent, readily available, and accessible to assist learners in meeting their goals.

. They have the largest enrollments of all literacy programs in the province.

. They perceive literacy learning to be centered within the individual and guided by the individual's own expressed needs. Coordinators of both programs are advocates for literacy and for learner participation in learners' groups, planning for special events, and publishing learners' stories. Both coordinators have demonstrated leadership in promoting literacy learning in the province and in developing accurate recording and reporting systems.

Differences and Limitations of Independent Programs

The programs differ substantially in the following ways and these differences also represent some limitations:

- As the literacy program with the longest and most substantial history of any program in the province, the RPL program also has the highest number of learner enrollments. It has an infrastructure with strong support services at its disposal. The library board and administration have a well-established commitment to literacy programming as a priority of service which is backed with the largest financial commitment of any program. A staff of ten, including staff in the branches, contribute to the program on a regular basis. No learner is turned away who can come in for an interview. This provides a solid base for programming both financially and in practical terms, although even this level of funding is no longer adequate for the increased demands. The annual budget, which includes all staff and other factors involved in literacy programming, is $400,000.

- In contrast to the RPL Program, the READ Saskatoon program operates with virtually no infrastructure and very limited resources. The board of READ Saskatoon consists of the president, the coordinator (as a nonvoting member), and 15 members - most of whom are experienced tutors; 4 are members-at-large. The board includes representation from the Saskatchewan Public Library and from SIAST. Program funding is controlled by the board.

  While the recent infusion of $17,000 from the Literacy Campaign is substantially greater than the annual $4,000 flat grant previously received from Saskatchewan Education, it is hardly commensurate with the current scope or demands of the coordinator's level of activity. The READ program has the smallest budget of all literacy programs in the province. Despite substantial educational qualifications, experience, and accomplishments in the cause of literacy, the coordinator's compensation last year was at the rate of $10.00/hour with benefits.

- Availability of resources is another difference. Whereas RPL resources are consolidated and readily accessible at various branches, the READ program resources are spread among several places and, in the perceptions of some tutors, are not readily accessible for self-directed use either within the library system or within READ itself. This is due to the lack of a physical facility more than any other factor. In contrast to the RPL which has a regular transportation system between the branches, transportation of materials for workshops is simply unavailable.

- The coordinator works alone with no support staff and no support services readily at her disposal. She must go to an outside agency or Kelsey Institute in order to have duplicating or any other types of similar services done. Many agencies have approached READ Saskatoon in the past two years, but as the only staff person available, the coordinator is unable to respond to these many requests. Examples of community agencies which have approached READ for help include the Independent Living Skills program at Kelsey Institute; the Saskatchewan Abilities Council; a private company, BSD Training Resources; the Open Door Society; Immigrant Women of Saskatchewan; the Native Friendship Center; the Saskatchewan Learning Disabilities Association; and the Regional Psychiatric Center.

In essence, despite the demand for increased services which seems to have been encouraged by the Campaign, there is very little visible support for the coordinator of this program.

General Discussion of Independent Programs

The READ Saskatoon program has many strengths. It is one of the few programs in the province with well established, extensive community involvement. It is perceived by those who were interviewed as a necessary, effective, and caring program and a viable alternative to institutional programs, such as SIAST Kelsey. However, there was also a large measure of concern among those interviewed, about the inadequate support services and facilities available to READ. There seems to be a general consensus that READ Saskatoon should have its own facilities and that this should be readily accessed by a large number of learners. It was also felt that support services such as provision for psychological testing, individual tutoring, and small classes should be available. The investigator concurs with these assessments. The READ Saskatoon is an example of a community-based organization which has an excellent track record but is now limited in what it can offer to the public by virtue of inadequate support and lack of a central facility.

READ Saskatoon could be further strengthened at the board level. The board at the present time consists primarily of tutor volunteers who have participated in the program but, like many volunteers, have numerous demands on their time and resources. The addition of representation from the aboriginal community, private sector, business and industry, and a concerted effort to extend its mandate and financial resources, should be considered. This is one organization with a strong base which could be further expanded through a combination of its own fund-raising, and with operating and development grants.

The Regina Public Library program also has many strengths. The existence of an infrastructure may also have a few limitations. Some RPL staff reported a degree of role conflict about the demands of the literacy program. While many staff members feel the program is important, they also have strong loyalties toward other services which the library has had to cut back in order to accommodate the literacy program. Some staff are also of the view that the development of the literacy program has been a "top-down" process which has not fully involved them in decision making. There is a concern by some that the program is not sufficiently based in, or geared to, communities which the branches serve and that the administration in literacy program staff are more concerned with quantity of learners and tutors than quality. At the same time, the unexpectedly high response to the library's public awareness campaigns, as well as that of the province, has been surprising to the staff. Under the best of circumstances they would undoubtedly be pressed to cope considering their many other responsibilities.

This program could perhaps be strengthened by more collaborative working relationships between literacy program staff and other staff, and by exchanges in which central literacy staff spend time in the branch programs and vice versa. Formation of community advisory or working groups in which members of the surrounding community are involved in identifying needs and approaches to literacy learning, could be another way of strengthening branch programs.

Closer working relationships between the SIAST Wascana, RPL, and PALS programs are recommended. It is recognized that additional staff time is required for implementation of these and the foregoing recommendations. Since literacy staff as well as other staff seem to be fully extended, if not over-extended, the addition of other full-time and part-time staff members may be required to sustain a reasonable quality of literacy services.

Close links with SIAST Wascana and provision of volunteers to that program has not occurred as originally anticipated. The Regina Public Library program itself has a long waiting list of learners, many of them ESL learners, for whom there are inadequate numbers of tutors. Therefore, provision of tutors to the SIAST Wascana program has not been possible.

The RPL program functions completely independent of educational institutions such as SIAST Wascana. Referrals are occasionally made by SIAST Wascana Campus to the RPL and vice versa. Interviews with learners suggest that some learners are aware of both programs and in some instances have been referred one to the other. Nonetheless, at this time the links between the two are tenuous.

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Regional College Programs

Picture Three: Carlton Trail Regional College

In a windowless space that was once a large janitor's closet, is located literacy coordinator Bill N.'s office. Bill "parachuted into the role, almost as if an appendage." His temporary quarters are sparse - there is one desk, one filing cabinet, one shelf, a telephone, and a chair. To do typing and copying Bill walks one block down the street and one over, to the main office. As with other Regional Colleges that began as community colleges, facilities are located wherever they could be found. In Humboldt the college facilities are located in three buildings in separate locations. The distances are short, however, compared with those that Bill covers in his literacy work everyday.

In the Carlton Trail Region 25.7% of the population age 15 years and older has not attended school beyond the Grade 8 level. There are approximately 2,000 such adults between the ages of 15 and 44. This is an agricultural area with a few small urban centers and a large farming community where there are only 3.4 adults per square mile. Bringing people into the program is challenging in light of geographical factors alone. Rural outmigration presents another problem.

The Carlton Trail program is new and Bill, accordingly, started on "square one." Program objectives are focused on tutor recruitment, enlistment of librarians to work with tutors, and program promotion to bring learners into the program.

Bill's recruitment visits included 47 community libraries, 9 service clubs, and other organizations within the first 15 months of program initiation (excluding the summer months). There was a high degree of tutor interest and attendance at the 19 tutor-training sessions which he, with the assistance of a nonpaid volunteer reading specialist, has offered throughout the area. During this period 91 tutors were trained in group sessions and 7 additional tutors were trained on an individual basis in their own communities.

As in most regional college literacy programs, time required to prepare and conduct tutor-training sessions in various communities and to travel to them, places high demands upon the coordinators. It is difficult to accommodate these demands with limited facilities, limited support staff allocated to the program, and few resources. Responding to telephone inquiries, doing clerical tasks, and preparing publicity are added to an already heavy coordinator workload, which is supposed to be fulfilled on a four-fifths time basis. Bill logged over 80 hours of overtime and has travelled 10,000 kilometers between January and May, 1989.

The available number of tutors and learners fluctuates considerably. Some people are shy to come out in a small farming community where they are known by everyone else. Nonetheless, by the end of March, 1989, there were over 35 active tutor-learner pairs in 18 different communities within the region. The publicity seems to be working.

One unanticipated outcome of recruitment efforts in the Carlton Trail Region is the variety of learners seeking help with reading, writing, and speaking. Included among the 16 ESL learners between 20 and 45 years of age, with males predominating, were several refugees; several men and women with mental handicaps who work at Futuristic Industries; and rural women, men, and youths. Most want to enhance their employment opportunities and almost one quarter of the learners, especially new Canadians, move away to do so (Novak, 1988, 1989).

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Picture Four: Cypress Hills Regional College Program

In the southeastern part of the province the picture is different again. Here in the almost treeless rolling plains, an area often hard hit by summer drought, the Cypress Hills Literacy program is in its seventh year.

In a welcoming, pleasant building that is a converted filling station, the action never stops. The office of Bobbie B., the literacy coordinator, is seldom empty or quiet as literacy learners, ESL learners, and various other people stop for a chat or assistance. On one side of the office is a tutoring room. On the other side is a classroom with a large table and ample bookshelves. Across the hall is the ESL classroom which has round tables and chairs, filing cabinets, and computers. People seem to like it here and hundreds of resources for literacy learning are available for tutors and learners.

In the Cypress Hills College Region approximately 20% of the adult population has not attended school beyond the Grade 8 level. There are an estimated 1,740 people between the ages of 15 and 44 with needs for literacy learning. These individuals also are spread out over a substantial geographic area. Thus some of the coordinator's work involves collaboration with learning center coordinators at Maple Creek and Shaunavon, as well as with a district coordinator in the eastern part of the region. Included in this region is the Francophone community of Gravelbourg where learning activities are centered at College Mathieu.

The Cypress Hills program is not called a literacy program, but rather the ABE/ESL individualized tutoring program. Participants pay a fee of $25.00/year which helps to cover materials production and mailing costs. The fee is waived for about half of the students who are either long-term tutor-learner pairs or unable to pay.

Bobby's title is that of ABE/ESL instructor, and as such, she is classified as temporary staff in a full-time, 10-month position. She is assisted by a part-time instructor who gives ESL classes and by secretarial help as required. When secretarial help is not available she hires a casual secretary. All responses to inquiries, learner interviews, registrations, and matching of tutors and learners are done by her. She also does learner assessments and passes these on to the tutor.

Coordinating activities vary with the seasons here as they do elsewhere in the province. Work with other organizations has increased and includes interaction with the Regional Library system, Immigrant Women, Canada Employment, Social Services, and the Abilities Centers. There are many options available for learners here and Bobbie is working on others, such as the development of an independent learning package for remote learners; providing help to students who are in other college courses and need assistance; and developing low vocabulary high-interest Saskatchewan materials for learning. She has banked 50 hours of overtime in the past 6 months, but, like other coordinators, has not found time to take it back.

The main thrusts of this program's current goals are to increase regional awareness of literacy and to individualize the program to meet each student's educational needs. Since the outset of the Literacy Campaign learner enrollments have increased by 50%, while tutor registrations have risen by 87% (Baker & Rose, 1987). Interviews with learners and tutors in this program indicate that their objectives are being met.

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Picture Five: Northlands Career College

In the town of LaRonge in Northern Saskatchewan, Pat B., literacy facilitator, shares a tiny office with Maureen G., the coordinator. Every available space is economically filled with literacy materials, files, bookshelves, and two desks. In an adjacent space around the corner, the work of seven people is done by one secretary. Most incoming calls and the preparation of her own materials are therefore done by Pat - when she is in town.

There are 30,000 people distributed over 45 communities across the North. At least 70% of the population served by the LaRonge Program Center is of Native descent and speaks either Cree or Dene as its first language (Buckley, cited in Clarke, 1988, Attachments). A substantial number of potential literacy learners are inmates in correctional centers. A survey of 1985-1986 admissions to correctional centers indicated that 69% of inmates in the North had less than Grade 9 education, with 31% of these having less than Grade 6 (Buckley, cited in Clarke, 1988, Attachments). Sixty per cent of the adult population has Grade 10 or less education, while 57% of people of aboriginal ancestry have not attended school beyond the Grade 8 level. Initial Literacy Campaign funding was used by Northlands Career College to conduct a comprehensive, community needs assessment. Findings from interviews in over 20 communities showed that over 500 males and females, including those in correctional centers, were in immediate need of literacy-learning opportunities. Forty-four communities, including correctional centers, were identified for literacy programming (Clarke, 1988).

During the period of September 19, 1988 and March 31, 1989 in a continual round of "trips out," Pat succeeded in enrolling 56 learners and 67 tutors in 22 communities across the North. This is a formidable accomplishment in a 7-month period, over a land mass of 125,000 square miles. For Pat this meant 15,196 miles of land travel and 850 air miles, in a total of 100 visits to small communities within a 7-month period. Figure C in Appendix O shows the communities where tutors and learners were working together as of March 31, 1989.

The literacy coordinator also participated in tutor-training workshops and visited remote communities. She worked with the local radio station to have literacy ads produced in Cree and Dene for broadcasts throughout the North and to produce a video that promotes literacy programs in English, Cree, and Dene. Learning center instructors also attended tutor-training workshops to improve their tutoring skills and work with learners.

There have been unexpected outcomes of the literacy programs in this vast region. Volunteer tutors have "come out of the woodwork" in unanticipated numbers and in various communities. Yet in other communities the citizens feel that learning centers and volunteer tutoring cannot adequately meet their needs. They want to learn to read and write in full-time literacy and Adult Basic Education classes. They want specific training for jobs, and they want jobs.

Learners, for whom tutors have been found, range in ages from 17 to over 60. Most are between 17 and 49 years old and include those with no formal schooling to those with more than Grade 8. Eighty percent are of aboriginal ancestry. Most want just to read and write or to upgrade their skills. Some are ESL learners and over a dozen are youth in the correctional centers.

In the North provision of learning resources is a formidable challenge for literacy/ABE programs. In most communities there are few facilities available. Depreciation of teaching/learning equipment is severe when it has to be hauled by truck over long distances on gravel roads, especially in the spring and fall. The equipment must be brought into LaRonge over the summer because of lack of storage facilities in the communities. A great deal of instructor and tutor time is spent in packing up, moving equipment, getting started, and closing down.

The availability of print resources for tutors and learners is easier now through the activities of the chief librarian of Northern Library Services. There are 10 libraries and 12 book-deposit sites in the various northern communities which are reached by mail or truck. The literacy collection is a special collection accessible to the tutors and learners. Work has begun on developing picture files and other resources which show northern content and which are high interest/low vocabulary for the northern literacy learners.

Planning for the future is difficult. Present funding arrangements in the North mean that many staff, including the literacy program staff, are on temporary 10-month contracts. It is not known who will be rehired, when, and for what positions in the fall. As for learners who want to continue tutoring, that is not possible unless the pairs can work out some arrangements for themselves. Interviews with tutors and learners indicated they are doing just that.

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SIAST Kelsey and Wascana Campus Programs

Two programs which are different in structure altogether are the SIAST Kelsey and SIAST Wascana Campus programs. These are now briefly described.

SIAST Kelsey Learning Center Program

The SIAST Kelsey program in Saskatoon focused its Campaign resources on providing literacy instructors in the SIAST Campus learning center and a community-learning center. An itinerant instructor was hired to work with these learners and she is assisted by learning center instructors and a paid tutor. Initially she was to work between the community learning center and the SIAST Kelsey Learning Center. However it was found that the community learning center was not well utilized and that this concept did not seem to be working in Saskatoon. Students who did come to the community location tended to follow the instructor to the Kelsey Learning Center on the half days in which she was not in the community. As a result, most of the activities became focused within the Kelsey Learning Center.

This center is a busy place, over-crowded, filled with diverse learners. There is individualized attention for learners but a good deal of the time they are also left to work on their own. This can sometimes be disadvantageous to learners if they come up against a learning block and cannot get around it. This is particularly true of students at the Grade 1 to 4 level who are more dependent. Students who come to this learning center often have many personal, social, and learning problems. They seem to require a great deal of individual attention which is not always possible within the learning center environment. The learning center also has English-as-a-second-language component with a part-time ESL instructor and an ESL teacher aide. There are many demands on learning center instructors.

Various groups have approached SIAST Kelsey for literacy services since the start of the Campaign. These include the city of Saskatoon, which wishes to have reading improvement and effective writing classes for employees; the Friendship Inn which has requested PALS and in the absence of that, some assistance in helping their Native clients learn to read and write; the Wise Owl Learning Center which would also like to share resources; and disabled people with expressive communication difficulties.

SIAST Wascana Literacy Class Program

SIAST Wascana Campus used Literacy Council funding to offer 10 students a free Grade 1 to 4 level literacy class, for 5 hours a day, 3 times a week. This class includes one or two ESL learners and other students receiving social assistance or NSIM program support. There are very few material or financial resources available to the class. Its greatest asset is their part-time instructor who has helped to generate very positive responses about their individual and group achievements. Learners in this class feel that they are learning and are emphatic in their desire to have daily classes for 6 hours a day. They say they cannot progress as fast as they would like to without more class time, more resources, and more financial support for themselves in the form of housing and food allowance.

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The purpose of these picture vignettes was to provide some insights into the different contexts within which literacy programs are being offered and literacy coordinators are presently working in the province. Similarities and differences are now summarized. The voices of the coordinators are also heard.

Similarities Among Regional College and SIAST Volunteer Programs

Populations Served

. The Regional College programs serve predominantly rural populations located in small urban centers or in farming communities surrounding the urban centers. The population composition differs somewhat in aboriginal representation and in the ages, ethnic composition, and occupations of people coming forward for help.

. There are ESL learners in every region. In the northern region these ESL learners include the aboriginal people whose first languages are primarily Woods Cree, Dene, and also Saulteaux. Non-Canadian-born ESL learners vary widely in ages, in ethnic composition, and in length of time they have been in the country. For the most part, however, ESL learners coming forward for help are in their 20s and 30s and are highly transient. That is, they move on after a few months of living in the rural areas.

. Single mothers of young children, middle-aged women, and middle-aged male farmers are underrepresented in the people coming forward for assistance from volunteer literacy programs at this time.

. All program coordinators are aware of the demographics in their areas and of the types of learners who are not coming forward for help. Some coordinators did not seem to be aware of the Regional Planning Profile Documents which are completed by their colleges, however. These are a very useful source of information for program planning which should be made available to coordinators.

Organizational Structures and Support Systems for Coordinators

> *The Campaign has helped all the people working in literacy to come together and to be more aware of what's going on and improving ourselves ... there's a more unified force for the need.*

. Half of the coordinators report directly to the principals of their colleges, while the other half report to ABE or other program directors. All but four coordinators reported that they had good working relationships with, and support from, the administration; and that their organizational structures and support systems were satisfactory.

. All coordinators reported high levels of autonomy in their positions and regard this as the single most important element in their ability to do creative programming for literacy. On the other hand, there are few support structures for at least four coordinators. Most coordinators reported that they feel somewhat isolated from the rest of the staff in their institutions. This sometimes means that when they do need help, they do not receive it. This tends to be the case more in newer programs, than in long-standing programs.

. All coordinators, except two, require more support staff and coordinating assistance in order to cope with the increased demands resulting from the Campaign.

Program Objectives

. The programs have an average of six objectives, although one program has ten.

. Program objectives at this time are focused on promoting public awareness and public support for literacy, recruiting volunteers, working with community agencies and librarians, and recruiting and assisting learners. Three programs emphasize acquisition of academic and employment skills of learners in their objectives. Three programs emphasize self-achievement of learners and volunteers and provision of support services to learners.

. All programs give evidence of achieving their objectives, but to varying extents. For example, newer programs tend to focus more on recruitment and awareness activities, as could be expected in new programs. Long-standing programs, while concerned with increasing awareness and promotional activities into the rural areas particularly, focus somewhat more on client advocacy, assessment of needs and goals, and materials development for tutor training.

Community Involvement and Support

Community involvement refers to interactions and communication links with various community groups, service clubs, social agencies, institutions such as hospitals and correctional centers, government agencies, employers, sheltered workshops, libraries, and others. Support systems include all individuals and groups which refer individuals to literacy programs and offer help to learners with learning, employment, or other forms of assistance.

All programs demonstrate high levels of concern with community involvement. As could be expected, long-standing programs have higher levels of community involvement than do those of newer programs. Here are several examples:

. Northwest Regional College has established two literacy councils within the region and has trained tutors for a peer-tutoring program in high schools.

. SIAST Palliser has trained 15 high school students, as well as ABE students, to do peer tutoring with ESL students.

. Carlton Trail Regional College has fostered the involvement of 43 community librarians in the region and works with the librarians to assist tutors in the rural areas.

. SIAST Woodland Campus (previously Learn to Read Program at Prince Albert Community College) has worked intensively with as many as 16 organizations during the past ten years including: the correctional centers, the Native

Coordinating Council, Indian and Metis Friendship Center, AMNSIS, the Native Alcoholism Council, and others.

- Four of the programs have substantial histories of contributions to their communities and seem to have built a solid base of support within the population at large. These programs are: Cypress Hills Regional, Parkland Regional, SIAST Woodland, and Lakeland Regional College.

Tutor Recruitment, Training, and Matching

> *The Campaign has helped people who are the volunteers to get some recognition. There should be more recognition in future of what volunteers are doing.*

- All programs have developed processes and forms for responding to tutor enquiries, for registering and training tutors. At the present time, almost all of the coordinators personally respond to enquiries, but no longer have time to personally interview tutors. For the most part, tutors are invited to orientation or initial tutor-training sessions, at which point the coordinator becomes acquainted with them. Matching is done on an intuitive basis in which coordinators take into account tutors' ages, gender, interest, preferences, life experiences, and geographical locations. Student files are reviewed, compatibilities are looked for, and matching is then done. Almost all coordinators expressed concern about the matching process and with learning more about setting matching criteria. When learners and tutors are not compatible, they are rematched.

- Tutor training is conducted by all programs and consists of two components: basic training and in-service. In one program all tutor training is referred to as *in-service.* Tutor training varies from 6 to 16 hours in Regional College and SIAST-based programs, the average being 12 hours.

- All programs have developed tutor-training packages and learning resources for tutors to take home with them, and these are given to tutors free of charge. The majority of programs use the *Learning Volunteers of America Tutor Training Program* (LVA). A review of these learning packages shows that tutors receive up to 23 separate pieces of information during their initial training sessions and additional resource materials, thereafter. In all cases the emphasis is on print materials. However, tutor-training sessions include a combination of teaching-learning methods including the use of videotapes, small group work, lectures, and discussions.

Recruitment and Follow-up of Learners

> *When individuals come back to you and you see they've progressed, or you see it in the community and what they are doing someplace else ... it's satisfying.*

- All coordinators, except two, respond personally to enquiries about learners and complete an application form for all learners. Most coordinators have personal interviews with the learners wherever possible. Where this is not possible, due to geographical factors, telephone interviews are conducted. In two programs the learning-center instructors interview the students.

- Follow-up of learners is done by telephone interviews, personal interviews, and tutor reports of student progress. All coordinators keep records of students entering and leaving the program to the best extent possible. However, all coordinators express concern that their follow-up is inadequate at this time, due to increasing pressures from other activities.

- Testing of learners upon entry to the program is consistently done by half of the programs. Among the testing methods most often used, are the Eckwall Reading Inventory, the READ Test, and the Silveroli Reading Inventory. Systematic pretesting and posttesting has been reported by only one program, namely Lakeland College. Periodic informal testing is done by tutors. It is also done by coordinators when a learner is seeking entry to other programs and an assessment is needed to determine readiness.

Learner Involvement

- The programs are learner-centered, that is, focused on involving learners in determining what it is they wish to achieve. The extent to which learners are actually involved in setting their own goals and in determining the materials to be used, varies widely among tutors. Much of the tutoring presently being done appears to be tutor-guided, but with the student's goals in mind.

- Learners' groups have been established by the RPL, the READ Saskatoon, and SIAST Woodland programs. Learner involvement in literacy programming and in promotion and awareness activities is limited in most programs, at this time.

Perceptions of Programs by the Communities

- Community members who were interviewed in this study, including tutors, librarians, and some representatives of organizations, indicated that coordinators' personal characteristics, their commitment, and knowledge of their communities are crucial in their success. Almost without exception, literacy program coordinators are perceived as kindly, caring, helpful people who go out of their way to assist others; especially tutors and learners. There was much admiration expressed by tutors, learners, and agencies for the dedication of coordinators, of their effectiveness in helping community members to become aware of literacy issues, and of their personal assistance to people who need help.

Differences Among Regional College and SIAST Volunteer Literacy Programs

Differences among volunteer literacy programs offered by Regional Colleges, SIAST Palliser, and SIAST Woodland Campuses are as follows:

Length of Program

- Long-standing programs, mentioned above, have a stronger base from which to work and are able to expand the depth and breadth of their activities to a greater degree, than new programs which are just getting started. Support systems in these programs are greater in number and quality, and the coordinators have solid bases of expertise.

Program Budgets and Budget Control

- Program budgets range from $45,000 to $68,000. The differences are due to the extent to which institutions contribute to the literacy program, or take funding from it, for administrative overhead and rental facilities. All organizations have contributed facilities to the literacy program. At minimum, they include a small office space for the coordinator. At maximum, they include classrooms, tutoring rooms, and resources such as those provided by Cypress Hills and Parkland Regional Colleges, and by SIAST Palliser and SIAST Woodland campuses. Three of the latter organizations also contribute funding which is used for support staff and support services. It appears that some institutions have been opportunistic by extracting a percentage of literacy funding or by withholding it from the program, thereby decreasing the funds available to the coordinator for programming and support staff. This situation was corrected in one instance when attention was drawn to it. However, one institution has extracted back from the program precisely the amount that it has indicated as a college contribution. This amounts to 20% of the program budget.

- In all programs, except two, travel costs and travel time have not been adequately factored into budget planning. Allocation of resources to publicity and to learning materials resource development is also low in most programs.

- Eight out of 11 coordinators have some input into budget planning and four have almost complete responsibility for their budgets. The remaining coordinators have either no or low involvement in budget planning and monitoring. This is seen as disadvantageous to coordinators because those who have very low involvement do not know where the funds are going, how much they have to spend, and how much is being used on an ongoing basis. It also means that they cannot plan as they would like to, nor are they certain of how their funds are being disbursed.

Recording and Reporting Systems

> *The reporting system is ridiculous because we're being asked for so much. We haven't figured out what the best reporting system is. We didn't even get any guidelines for what was going to be asked; and they've always kept changing their minds.*

There are wide variations in the ways that coordinators record and report enrollment data and information on program leavers. Some of these differences are as follows:

- **Different Reporting Periods**. Reporting periods are not necessarily in line with Literacy Campaign funding dates; some programs report by the calendar year, others by the academic year, and yet others by different months - for example, July 1 to June 30 of the following year.

- **Active Tutors versus Tutors Who are Trained and Waiting Match**. Some programs include in their counts all tutors who are registered - those who are trained and awaiting match, and those who are actively tutoring. Some programs do not include in their counts those who are inactive. Some programs differentiate between those actively tutoring and those awaiting match.

- **Tutor-Learner Pairs versus Other Configurations.** There are various combinations of tutors and learners working together. For example, there may be one tutor to two learners, two tutors for one learner, several learners with one paid tutor, and some ESL classes with one or more tutors. Counts may or may not include tutor-learner pairs working in the correctional centers or one tutor working with several learners.

- **ESL versus Non-ESL Learners and Learning-Center Learners.** Some programs combine in their counts, both ESL and non-ESL learners. Some programs include learning center students in their counts and others do not. The statistics from the learning centers may not be readily accessible upon request and, thus, may not be included in the counts provided by the coordinators.

- **Program Leavers.** Some do not count program leavers on a continuous basis and may not be aware of program leavers because of limited time for follow up. Pairs discontinue without letting coordinators know; sometimes telephones have been disconnected and there is no way to reach those who have discontinued. Examples of coordinators' reporting forms are contained in Appendix P.

Teaching Learning Resources

> *Programs should offer a variety of things for learners - multiple model options - because no one approach works.*

- Programs differ considerably in the number, type, and breadth of literacy materials and other teaching resources available. The number of resources ranges from approximately 200 or so in one program surveyed (Carlton Trail), to over 1,000 in another (Cypress Hills).

- The majority of new programs rely primarily on *Learning Volunteers of America* (LVA) and *Laubach* materials and methods, as does the RPL program. The *READ ON* series is popular with most programs. Other programs have shifted more to *Journeyworkers* materials from Access Alberta and Frontier College materials. Several programs have "inherited" materials from the public school system and have miscellaneous collections, which include *Readers Digest Skill Builders* and *SRA Reading Lab* materials. ESL resources are generally adequate and include a variety of popular materials now available, such as the *Introduction to Canadian English Series*, the *Challenge Series*, and *Side By Side*.

While most programs, such as LVA or Journeymakers, use videotapes for tutor-training sessions, these are not readily available for personal use by tutors, except in the RPL and Cypress Hills programs.

Coordinator Workload

As these differences are shared among coordinators in all programs, the scope of activities will be further discussed later in the chapter.

Summary of Strengths of Volunteer Programs

- The personal characteristics, commitment, and creativity of the coordinators are highly significant factors in program success.

- The combination of coordinator autonomy and administrative support contributes to positive feelings of coordinators as well as to effective programming.
- Programs are centered and positively recognized in the communities they serve.
- Programs were successful in recruiting tutors and learners and raising community awareness.
- Seven of 13 programs have adequate facilities in accessible central locations and have extended accessibility to tutors distributed in rural areas.

Summary of Limitations of Volunteer Programs

- There are considerable disparities in budgets among programs. This contributes to inequities in serving learners across the province.
- Four programs have inadequate facilities in either or both urban and rural settings, thereby limiting accessibility.
- All, except four, programs have inadequate budgets for the scope of expected coordinator activities.
- Tutor training and follow up are insufficient for needs of tutors among all programs.
- Population distribution in rural areas makes continuous contact and follow up with tutors and learners difficult.
- One-to-one tutoring is limited in scope and in the learning options available to both learners and tutors.

Differences Between SIAST Kelsey/Wascana Programs and Volunteer Programs

The two SIAST programs, which do not have volunteer components, differ from volunteer tutor programs in these ways:

- Literacy instruction to learners is given in group situations where individualized attention is also possible.
- Learners are taught by paid, part-time teachers and in the SIAST Kelsey program by other learning center instructors as well.
- Most of the learners are sponsored by NSIM and SSDP funding.
- The learners vary widely in their educational backgrounds and personal circumstances. Several learners in the Kelsey program are adults with mental disabilities or expressive communication problems.
- The coordinators are responsible for several other programs and, thus, have an even broader scope of responsibilities than do regional college literacy coordinators.

CHANGES IN LEARNER ENROLLMENTS AND TUTOR REGISTRATIONS IN ALL PROGRAMS

Learner enrollments and tutor registrations increased dramatically in 13 programs in the first 15 months of receipt of Campaign funding. As mentioned previously, however, the calculations of changes in learner enrollments and tutor registrations must be interpreted with caution due to the inconsistencies in reporting across all programs. **Note that**, SIAST Wascana and SIAST Kelsey literacy programs are dealt with separately from the volunteer programs. Because the student populations in these two programs tended to remain fairly stable, they have not been included in the calculations on increases in learner enrollments. To the investigator's knowledge, approximately 15 new learners entered the SIAST Wascana and SIAST Kelsey programs over the first 15 months of the Campaign. **Note that these two programs have been excluded from the figures contained in Tables 6 to 9**. SIAST Woodland enrollments show no increase due to the loss of learners incurred when college boundaries were changed. In actual fact, new learners were recruited but in somewhat smaller numbers during the 1988-1989 year.

As can be seen in Table 6, there was a 93.2% increase in learner enrollments and a 75.5% increase in tutor registrations in 13 programs **during the first year of the Campaign**. Table 7 shows there were substantial numbers of program leavers during that same time period. Based on the available data, 328 learners left the volunteer programs during the first year, giving a net gain of 779 learners. Slightly more tutors than learners left the programs, leaving a net gain of 675 tutors in the first year.

Table 8 illustrates the total increase in learner enrollments and tutor registrations during the 15-month period between December 31, 1987 and March 31, 1989. Learner enrollments increased by 115.4% across all programs. Note that this figure does not account for the number of program leavers during the January to March, 1989 period, however. Tutor registrations during the same period climbed from 585 to 1500 during the same time period - a 156.4% increase. Note that this figure also does not account for program leavers between January and March, 1989.

Table 9 and Figure 13 illustrate the changes in new learner enrollments and the number of program leavers by program. Similarly, Table 10 and Figure 14 shows the changes in new tutor registration by program area.

It will be noted that Regina Public Library and READ Saskatoon programs have the highest enrollments of learners of all programs in the province and that the **percentage increases in enrollments of learners** are greatest in the two independent programs, as well as in Cumberland Regional, Southeast Regional, and Northwest Regional programs. **The percentage increases in enrollments of tutors** are greatest in Northwest Regional, Parkland Regional, Cumberland Regional, and Southeast Regional programs.

Table 11 provides a summary of selected features of all the programs and of the total learner enrollments when SIAST Kelsey and SIAST Wascana program learners are added. Note that with this addition, 1,314 learners were being served by the programs as of March 31, 1989.

Of 1,314 learners enrolled in all programs, the RPL program is serving 28.9% of them, and READ Saskatoon is serving 13.3%. The percentage of learners served by

Table 6

Volunteer Programs: Changes in New Learner Enrollments/Tutor Registrations During First Year of Campaign

	Number In Programs as of Dec. 31/87	**Number In Programs as of Dec. 31/88**	**% Increase**
Learners	582	1125	93.2
Tutors	585	1027	75.5

Note. These figures are based on **available** and somewhat inconsistent data from programs. They do not include learners enrolled in PALS but **do** include ESL and non-ESL learners being tutored by volunteers.

Table 7

Volunteer Programs: Comparison of New Learner Enrollments/Tutor Registrations with Numbers of Program Leavers During First Year of Campaign

	New Between Jan. 1/88 & Dec. 31/88 N	**Program Leavers Bet. Jan. 1/88 & Dec. 31/88 N**	**Net Gain During First Year N**
Learners	1125	328 (29.1%)	797 (70.8%)
Tutors	1027	352 (34.2%)	675 (69.6%)

Note. These figures are based on **available** and somewhat inconsistent data from programs. They do not include learners enrolled in PALS but do include ESL and non-ESL learners tutored by volunteers.

Table 8

Volunteer Programs: Changes in Total Learner Enrollments/Tutor Registrations During First 15 Months of Campaign

	Dec. 31/87 N	**March 31/89 N**	**% Increase**
Learners Enrolled	582	1254	115.4
Tutors Registered	585	1500	156.4

Note. These figures are based on **available** and somewhat inconsistent data. The figures do not represent the number of active tutor-learner pairs; do not include learners enrolled in PALS programs; and do not account for the number of program leavers during the period January 1, 1989 to March 1989.

Table 9

Volunteer Programs: Changes in Numbers of New Learner Enrollments By Program Between December 31, 1987 and March 31, 1989

			SIAST PROGRAMS				REGIONAL COLLEGE PROGRAMS									
Combined ESL/Non-ESL Learner Enrollments	READ #1	RPL #2	Kel #3	Wood #4	Was #5	Pall #6	NC #7	NW #8	LL #9	CL 10	PL 11	CT 12	PW 13	CH 14	SE 15	TOTAL
Enrollment level as of Dec 31/87	73	210	-	70	-	0	0	41	57	10	64	0	0	32	17	582
New enrollments as of Dec 31/88 (12 month period)	119	400	-	81	-	67[a]	44[b]	83	40	29[d]	99	44[g]	25[h]	64	30	1125
Program Leavers in 1988	65	150	-	22	-	21	-	15	25	7	-	8	4	7	4	328
Net Gain in 1988	54	250	-	59	-	46	44	68	15	10	99	36	21	57	26	793
New Enrollments as of Mar 31/89 (3 month period)	40	124	-	25	-	21	12	25[c]	19	32	100[e]	23	15	23	20	487
Total Learner Enrollments as of Mar 31/89	167	363	-	77	-	49	56	97	61	57	121[f]	60	48	40	50	1254
% Increase in enrollments between Dec 31/87 & Mar 31/89	128%	72%	-	(-1.2)%	-	∞	∞	136%	7%	470%	89%	∞	∞	50%	194%	115%

Note. ∞ = infinity

[a] Start date January 1988

[b] Start date September 1988

[c] Figures do not include 1988 PALS Learners

[d] Start date February 1988

[e] Includes enrollments up to April 30/89

[f] Includes enrollments up to June 30, 1989

[g] Start date February 1988

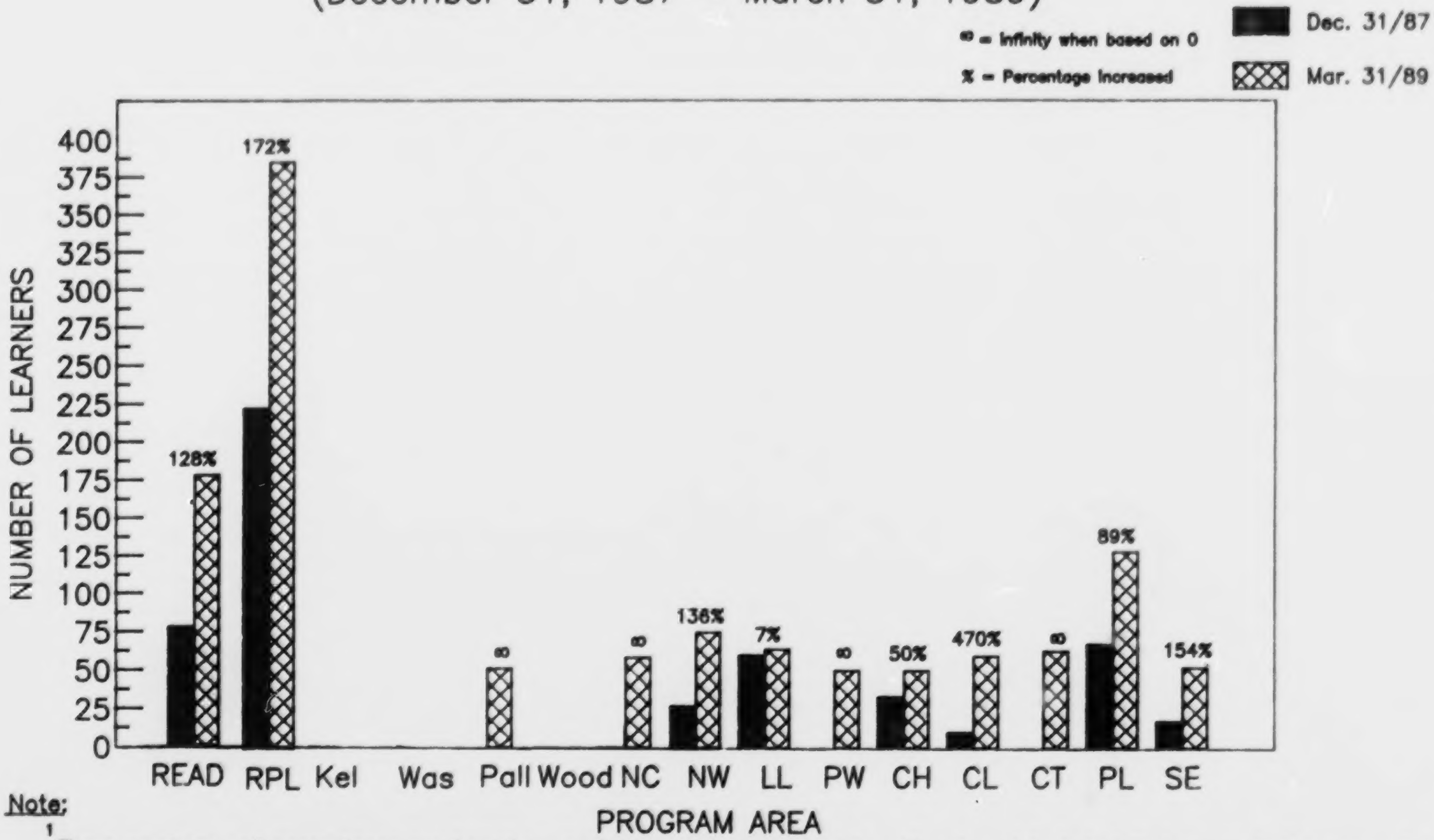
[h] These figures do not include ESL Learners in the case of Prairie West Start date - January 1988/89

Program Codes

Code No.	Abbreviation	Program Name
01	READ	READ Saskatoon
02	RPL	Regina Public Library
03	Kel	SIAST - Kelsey Campus
04	Wood	SIAST - Woodland Campus
05	Was	SIAST - Wascana Campus
06	Pall	SIAST - Palliser Campus
07	NC	Northlands Career College
08	NW	Northwest Regional
09	LL	Lakeland Regional
10	CL	Cumberland Regional
11	PL	Parkland Regional
12	CT	Carlton Trail Regional
13	PW	Prairie West Regional
14	CH	Cypress Hills Regional
15	SE	Southeast Regional

Figure 13

Changes in Numbers of Learner Enrolments in Saskatchewan Literacy Programs During 15 Months of Campaign[1] (December 31, 1987 – March 31, 1989)



Note:

[1] These numbers and percentages are based on available and incomplete data. They do not include ESL learners in the case of Prairie West program; learners enrolled in PALS program; or the number of program learners from each program during the same time period. Programs had different start dates. SIAST Wascana and SIAST Kelsey programs did not use volunteer tutors at the time of the study.

Table 10

Volunteer Programs: Changes in Numbers of New Tutor Registrations Between December 31, 1987 and March 31, 1989

			SIAST PROGRAMS				REGIONAL COLLEGE PROGRAMS									
Combined ESL/Non-ESL Tutor Registrations	READ 01	RPL 02	Kel 03	Wood 04	Was 05	Pall 06	NC 07	NW 08	LL 09	CL 10	PL 11	CT 12	PW 13	CH 14	SE 15	TOTAL
Registration Enrollment Level as of Dec 31/87	83	207	-	89	-	0	0	41	57	10	36	0	0	45	17	585
Registered as of Dec 31 /88 (12 month period)	119	305	-	29[a]	-	75	56	66	32	57	36[b]	98	40	35	79	1027
Program Leavers during 1988	60	100	-	69	-	31	0	11	28	12	7	19	6	9	0	352
Net Gain during 1988	59	205	-	-	-	44	56	55	4	45	29	79	34	26	79	715
New Registrations as of Mar 31/89 (3 mo period)	70	110	-	22	-	16	12	32	19	56	56[c]	25	10	25	12	465
Total Registrations as of Mar 31/89	131	363	-	67	-	50	67	189	77	80	114[d]	104	84	84	90	1500
% Increase in Tutor Registrations Between Dec 31/87 & Mar 31/89	58%	75%	-	(-25)%	-	∞	∞	360%	35%	700%	217%	∞	∞	87%	429%	156%

Note. [a] Drop in registrations is largely due to changes in boundaries caused by reorganisation of postsecondary institutions and loss of rural area.

[b] Actual figure is likely higher as this was number only to June 30/88

[c] Actual figure is likely slightly lower as this was number as of April 30/89

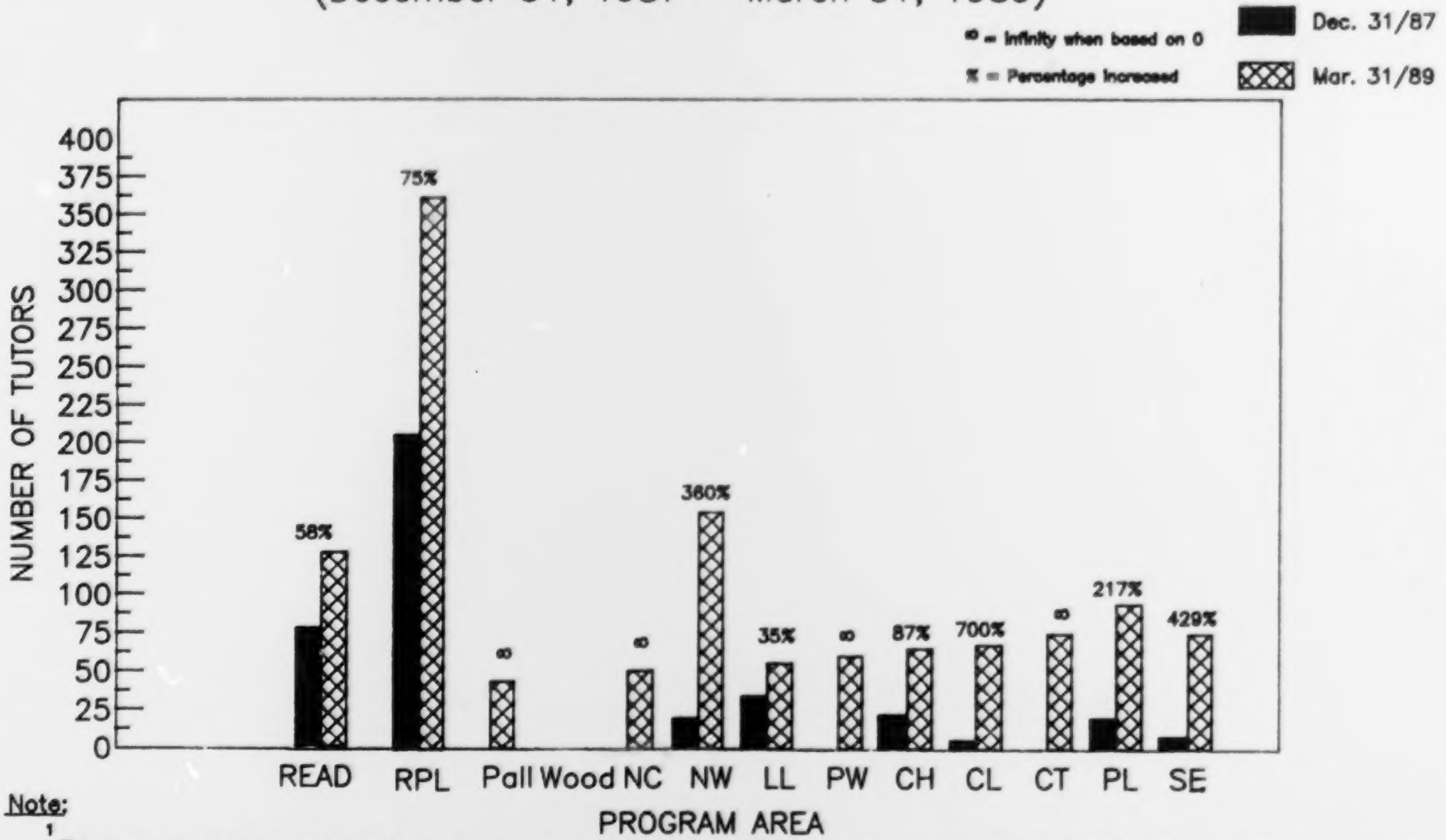
[d] This is figure up to June 30, 1989

Program Codes

Code No.	Abbreviation	Program Name
01	READ	READ Saskatoon
02	RPL	Regina Public Library
03	Kel	SIAST - Kelsey Campus
04	Wood	SIAST - Woodland Campus
05	Was	SIAST - Wascana Campus
06	Pall	SIAST - Palliser Campus
07	NC	Northlands Career College
08	NW	Northwest Regional
09	LL	Lakeland Regional
10	CL	Cumberland Regional
11	PL	Parkland Regional
12	CT	Carlton Trail Regional
13	PW	Prairie West Regional
14	CH	Cypress Hills Regional
15	SE	Southeast Regional

Figure 14

Changes in Numbers of Tutor Enrolments in Saskatchewan Literacy Programs During 15 Months of Campaign[1] (December 31, 1987 – March 31, 1989)



Note:

[1] These numbers and percentages are based on available and incomplete data. They do not include ESL learners in the case of Prairie West program; learners enrolled in PALS program; or the number of program learners from each program during the same time period. Programs had different start dates. SIAST Wascana and SIAST Kelsey programs did not use volunteer tutors at the time of the study.

Table 11

Selected Features of Volunteer Literacy Programs in Saskatchewan, March 31, 1989

Program Start Dates Geographical Location Populations of Need % of Populations Served by Programs	READ	RPL	Kel	Wood	Was	Pall	NC	NW	LL	CL	PL	CT	PW	CH	SE
Original Start Date of a literacy program	1979	1973	-	Sept/80	-	-	-	Sept/82	Sept/82	-	Sept/78	-	-	1982	1983
Literacy Cmpgn Funding Start Date in 1988[1]	Jan/88	Jan/88	Jan/88	Jan/88	Mar/88	Apr/88	Feb/88 & Sep/88	Jan/88	Jan/88	Feb/88	Jan/88	Feb/88	Feb/88	Jan/88	Jan/88
Geographical Context															
. Urban/Rural	Urban	Urban	Urban	Urban	Urban	Urban	Rural/U	Urban/R	Urban/R	Rural/U	Rural/U	Rural/U	Rural/U	Urban/R	Rural/U
. Location in Prov	Central	South	Central	Central	South	South	North	W Cen	W Cen	E Cen	E Cen	Central	W Cen	S West	S East
Est. Pop. of Need (EPN) in 1986[2]															
. No. by Prg Area	15,465	15,235	15,465	4,255	15,235	4,155	6,635	16,770	1,995	11,400	19,000	14,315	9,110	9,615	16,185
. % of total EPN by program area	10.7%	10.6%	10.7%	2.9%	10.7%	2.8%	4.6%*	11.6%	1.2%	7.9%	13.2%	9.9%	6.3%	6.7%	11.2%
EPN Served by Prg in Mar 31/89 by Learner Enrollments[3]															
. Nos. enrolled by program area	167	363	45	77	20	49	56	97	61	57	121	60	48	48	50
. % of EPN served in program area[5]	13.3%	28.9%	3.4%	6.1%	1.1%	3.7%	4.2%	7.3%	4.6%	4.3%	9.2%	4.5%	3.6%	3.6%	3.8%

Note. [1] **Literacy Campaign Funding Start Date** refers to the month in which the program was actually initiated or in which the funds became available to an existing program. In the case of Northlands Career College, initial funding was used for a Comprehensive Community Needs Assessment process which began in February 1988. The program, i.e., tutor-training and enrollment of learners began in September 1988.

[2] The EPN figures and percentages shown for READ Saskatoon and SIAST Kelsey programs in each case reflect the total EPN for Saskatoon which is served by these two programs (15,465). Similarly, the EPN figures and percentages shown for Regina are served by the RPL and SIAST Wascana Programs (15,235).

[3] The enrollment figures here do not include learners enrolled in PALS Literacy Programs or ESL learners enrolled in the Prairie West Literacy Program.

[4] Estimated Populations of Need (EPN) refers to adults 15-years of age and older who have not attended school beyond the Grade 8 level.

[5] When learners in Kelsey and Wascana programs are included, the total learner enrollments are 1,314. Percentage figures here indicate the % of 1,314 learners which is served by each program area.

Program Codes

Code No.	Abbreviation	Program Name
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15	SE	Southeast Regional

each of the regional colleges ranges from 3.6% to 9.2%. SIAST Kelsey and SIAST Wascana programs are serving the lowest percentages of learners. The total new enrollment rate for these latter 2 programs was estimated at 10 for Kelsey and 5 for SIAST Wascana.

COORDINATORS' SCOPE OF ACTIVITIES AND STATUS

All coordinators were found to have a broad scope of activities and very heavy workloads. This was evident in three ways:

- Numbers of activities included in job descriptions. Some coordinators had as many as 23 activities listed in their job descriptions.
- Responses to the **Coordinator Questionnaire on Scope of Activities**. Coordinators' responses to the questionnaires indicated that both broad spectrum functions as well as very focused tasks were encompassed within the scope of their responsibilities.
- Personal interviews with coordinators.

Scope and Changes in Activity Levels

All 15 coordinators completed the questionnaires on Scope of Coordinators' Activities. A summary of responses is contained in Table 12. The major findings were:

Increased Activities

- Thirteen of 15 coordinators or 86.6% increased their time spent in responding to inquiries since the outset of the Campaign.
- Nine of 14 report increased time spent in consulting and providing material to tutors and learners.
- Fourteen of 15 report increased time spent in recordkeeping, reporting, program organization, and attending meetings.
- Eleven of 15 have increased their time spent in publicity and community activities.
- Twelve of 15 report increased time spent in Literacy Campaign meetings, responding to requests, and proposal writing.
- Half of the coordinators felt that monitoring and follow up of learners and tutors, as well as recordkeeping, could be delegated to another individual.
- Seven of 15 coordinators felt that responses to inquiries from the public could be handled by others.
- Eight coordinators would choose to delegate speaking engagements, awareness activities, and distribution of publicity in the community.

Table 12

Estimated Time (%) Spent on Clusters of Work Activities by Literacy Coordinators

			SIAST PROGRAMS				REGIONAL COLLEGE PROGRAMS								
Activity Cluster	**READ 01**	**RPL 02**	**Kel 03**	**Wood 04**	**Was 05**	**Pall 06**	**NC 07**	**NW 08**	**L 09**	**C 10**	**P 11**	**CT 12**	**PW 13**	**CH 14**	**SE 15**
Learner/Tutor Intake and Tutor Training	45	40	5	30-35	30	55	51	35	30	40	35[a]	40	20	33	50
Monitoring & Follow-up of Tutors and Learners	38	5	5	10	25	14	51	25	20	15	35	20	5	17	25
Program Coordination and Resource Development	15	50	70	40-50	30	21	90	30	30	40	25	25	75	47	20
Program Publicity and Community Activities	2	5	20	10-15	15	10	8	10	20	5	5	15	1-5	3	5
TOTALS	100	100[a]	100	100	100[b]	100	200[c]	100[d]	100	100	100	100[e]	101-105	100[f]	100

[a] Includes time spent installing PALS

[b] Percentages include time of three people (literacy coordinator, instructor, secretary), with total time equal to 100%, and include time spent on PALS project

[c] Percentages include time of two people (literacy coordinator and one other) with time of both totalling 100%

[d] Definitely considered time spent doing activities since January 1989

[e] Volunteer is doing all tutor training

[f] Definitely considered time spent on activities during a school year period rather than January - March 1989

Program Codes

Code No.	Abbreviation	Program Name
01	READ	READ Saskatoon
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12	CT	Carlton Trail Regional
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- There was little consensus among coordinators as to who should fulfill responsibilities for learners and tutors. Half of the coordinators felt that learners' and tutors' interviews and proposal writing were important to retain.

- Eight coordinators felt that literacy program promotion and involvement with the media were important to add to their repertoire of activities.

- One third of coordinators felt that communication with colleagues and involvement in provincial and national literacy organizations should be included in their job descriptions.

- Nine coordinators felt that more personnel and more time were needed in order to perform their jobs adequately.

- Coordinators in the following programs spent 50% or more of their time on program coordination and resource development: SIAST Kelsey and Woodlands, Regina Public Library, Northlands Career College, and Prairie West programs.

Summary of Scope of Activities

- Coordinators' estimates of time spent in four different clusters of activities were: 35% on learner/tutor intake and tutor training, 35% on program coordination and resource development, 20% on monitoring and follow-up of tutors and learners, and 10% on program publicity and community activities.

- The scope and nature of coordinator activities within the programs changed substantially for many coordinators during the first year and a half of the Campaign. The greatest percentage of coordinator time spent in all programs was split between intake/tutor-training activities and program coordination. Most coordinators noted that the Literacy Campaign was wholly, or in part, responsible for increases in learner interviews, assessment, and consultation; tutor interviews and matching; and tutor training. Increases in monitoring and follow-up activities were also perceived to be due to the Campaign.

Coordinators' Satisfactions and Dissatisfactions

Information yielded by coordinators during personal and telephone interviews provided more in-depth disclosures about coordinators' satisfactions, concerns, and dissatisfactions. There were several predominant themes in their comments.

Satisfactions

- **Autonomy**: the majority of literacy coordinators enjoy a great deal of autonomy in their work settings. They perceive this to be the most important factor in creating positive feelings about their work and in contributing to the successes they have experienced in their programs. Three out of four SIAST program coordinators felt that support for their work has been lessened by the recent reorganization of postsecondary institutions, by the difficult financial circumstances in which institutions find themselves, and by imposed diversification of their activities, which has drawn them away from literacy programming.

> *I am treated as a coordinator and there is a strong attempt to include me. I am in a good position compared to other coordinators, because I have my own niche and I'm not being dumped on to a great degree.*
>
> *Autonomy has been a crucial factor in the success I've had. I like to work that way, think for myself, search out and solve problems. I don't have to spend effort justifying what I do.*

. **Increased Funds:** literacy Campaign funding to the programs has been the most significant factor in stimulating increased levels of activity within all the programs which have received it. For the most part coordinators have been enthusiastic about the extent to which this funding has enabled them to do more within their programs and their communities. This is particularly true of coordinators in long-standing programs. In programs which are newer, the funding has enabled them to get started. Funding, generally, has given them the opportunity to innovate, develop, and initiate activities, and this is a source of great satisfaction to them. Coordinators indicated that often what keeps them going is seeing how much of a difference there is in learners and their lives, as a result of literacy tutoring.

> *The program is really growing. We've got more students, more tutors, more inquiries, more interest from SIAST, rural schools, more materials going out ....*
>
> *I've noticed a difference in the last year. I'm able to do more things with tutors and learners, initiate greater contact. There's a greater sense of cohesion. I've realized how important it is to learners to have regular contact with them. They have appreciated it so much ....*
>
> *One of the new and exciting outcomes of the Campaign has been learning there are others doing the same thing. It's a re-energizing process.*

. **Sharing at Meetings:** the opportunity to meet together at coordinator meetings and to share concerns and resources was reported by all coordinators as important to them.

> *Meeting and sharing with other coordinators - it makes you feel as though you are not so alone and isolated ... solving problems, support, a sense of affirmation ... Yes, a sense of connectedness.*

. **Emphasis on Literacy:** the Campaign has been important in stimulating literacy awareness and literacy learning in the province. This has also brought them and the programs more recognition within their institutions and their communities. All coordinators reported this and felt that provincial literacy promotion must be continued.

> *A lot more would be achieved if literacy is seen on its own and should be continued with a structure like the Literacy Council to ensure that provincially it is promoted.*

Concerns and Dissatisfactions

- **Low Status:** despite satisfactions with autonomy and increased recognition, six coordinators felt that they are still "bit players" on the fringes of their organizations. The other side of the coin with respect to autonomy is lack of support when they need it and lack of recognition of their programs within their institutions.

  > *We don't have the money to deal with the number of requests for assistance and the number of people showing up. Sometimes we get dwarfed in this institution.*

- **Workload and Overtime Hours:** the majority of coordinators indicate that they have worked many hours of overtime in order to fulfill their commitments; at the same time, they feel that they are not doing enough for literacy. All coordinators feel pressures from their institutions, from the Literacy Council, from the general public, and from tutors and learners.

  > *We're being pulled in all directions and can't be all things to all people .... I work three-quarter time, but it ends up being full-time despite the fact that I'm an awfully good manager of time. I end up putting in a lot of hours overtime.*
  >
  > *These are some decisions that are made without consulting me, so I don't have that much power in decision-making and in workload. The principal wants a certain percentage of my time allocated to college duties. I'm being drawn upon for ... activities ... which take me away from my literacy work.*
  >
  > *It's the frustration of peddling as hard as you can and not making headway.*

- **Low Levels of Administrative Support:** at the program level organizational support for seven literacy coordinators is not translated into tangible support systems, such as adequate clerical/secretarial staff and coordinating assistants.

  > *We really need two positions, but the principal won't hear of it. If additional funds were available, their use would have to be specified, because the principal, or someone else, would make the decision as to how they would be spent.*

- **Low Status and Salary Levels and Ambiguity About Credentials:** neither employment, status, salaries, nor benefits seem congruent with the majority of coordinators' qualifications, or the extent of their responsibilities. At least four coordinators are on temporary contracts, are classified as *instructors* rather than *coordinators*, and are not considered full-time personnel. Those with short-term contracts feel uncertainty about their futures, are laid off in summer, and have insufficient time through the year to plan, reflect, reassess, and evaluate. Related to this is the time it takes to start up again in the fall and to close down at the end of the year. Inadequate specialized preparation for literacy was also a concern.

> *One of the problems we have is different job descriptions. I'm never sure I'm on track with other coordinators. Credentials aren't standardized for literacy programs and should be.*
>
> *I'm considered temporary. I work for ten months of the year .... Even before I come back in September students will have called and asked 'When are you going to start?' So the students are there .... September was particularly busy this year because I was trying to get this place organized ... but ... your tutors come in, your students come in, and you have to get tutors trained - that's two sets of workshops here and one in each of the learning centers between September and Christmas.*

- **Organization of Campaign:** all coordinators except two feel that the organization of the Literacy Campaign has been a "top down" process. There is a perception that Literacy Council members do not really understand the realities of their month to month working lives, their challenges, obligations, and extent of responsibilities.

> *I still haven't figured out what these people do - the Literacy Council and the Managing Director - it would help to have clarification. We never hear from them. It would be good to have rotating representation from the literacy council at our coordinator meetings.*
>
> *No one ever asked the coordinators what mattered, or drew on their expertise. It was always "give to," with each person reporting what they were doing and once that function was served we could go.*
>
> *I'm fairly pleased with the whole Council and representation, though they're leaning too much to the business and media end of things.*

- **Inadequate Time for Follow-up:** tutor/learner follow-up and evaluation are among the coordinators' responsibilities, but are one of the weakest areas in all programs, at this time. This is largely due to the pressures on coordinators' time from other activities. Coordinators feel deep concern about this.

> *I can't keep in close contact. I feel frustrated to no end. I get discouraged. The top administrators have no concept of the time it takes. People come with needs and you feel a need to help them right away. What we're doing for individuals we should be documenting, but I just don't have the time.*
>
> *If we nurtured the tutors as much during the entire year as we do in the first six weeks maybe they would stay longer and that would have an effect on the quality of the relationship.*
>
> *Are we ill-serving the learners by not following up on the tutoring? In the end, learners may turn away anyway because they have to wait so long.*

Tutor interviews corroborated the coordinators' concerns. Coordinators are perceived by tutors as dedicated, knowledgeable, helpful, understanding, and as excellent resource people; on the other hand, tutors perceive them as extremely busy and as having insufficient time available to be "bothered with these little problems." Interviews with tutors suggest that they need a great more guidance, consultation, and support which is unavailable to them, due to other pressures on coordinators' time.

Summary of Coordinators' Needs

Coordinators expressed many needs. Those listed below were included if they were cited by two or more individuals. Coordinators, in their own views need:

- More funding, more staff, more resources.
- Inservice. A consultant team doing workshops would be good. We need meetings with other coordinators with half-day workshops for our own learning.
- Special conferences; for example, working with people with mental handicaps and disabled learners.
- More courtesy in communication regarding reports and request for information and reasons why proposals are rejected. More lead time preparing information.
- More access to experts (even more than funds) - people to whom we can send students who have problems.
- Consultation about how the Campaign should be conducted, how advertising should be implemented; when and what meetings will be planned and for what purposes.
- Information about how decisions by the Literacy Council are made and what criteria will be used for funding.
- Meeting and sharing with other coordinators, solving problems, open-ended time and small group discussion. Meetings should be used for personal and professional development.
- Feedback about evaluations and proposals; what happens to them and how they are used.
- A simplified, efficient reporting system that eliminates unnecessary work and lets us know the outcomes and the status of our program at this time.
- Consideration by administrators, board members, and Literacy Council members of travel time in the rural areas. It is not factored in, adequately. Coordinators need to be out in the field on a continuing basis.
- Funds to look after the learners and tutors.
- More financial support for program development, development of resources, materials, and curricula

Despite the limitations cited above, the 15 programs encompassed in this evaluation have contributed substantially to improving literacy levels in the province and to the individual lives of literacy learners who are seeking help. The nature, scope and status of volunteer literacy programs has been enhanced by the Literacy Campaign.

Coordinators' Visions of the Future and Recommendations for the Council

Coordinators were unanimous in their hopes that funding would be increased and continued for literacy program development in the province. Most coordinators visualize a system that is more integrated and accessible to learners, one that provides stronger links between volunteer literacy programs, ABE programs, vocational training, and development programs. Most coordinators envisage a coordinated effort between the literacy programs and the educational system as a whole. Many are of the view that much stronger links must be forged between the primary/secondary school system and postsecondary education.

SUMMARY OF FINDINGS ON THE NATURE, SCOPE, AND STATUS OF VOLUNTEER LITERACY PROGRAMS

. All funded literacy programs, with the exception of three SIAST programs, have shown very rapid growth in the first year and a half of the Campaign. Learner enrollment overall has increased by 115.4% and tutor registrations have increased by 156.4%.

. The three SIAST programs which have shown little growth are SIAST Kelsey, SIAST Wascana, and SIAST Woodland. In the latter, both learners and tutors have been lost to the program due to the reorganization of postsecondary institutions and the expansion of the Cumberland Regional College boundaries. There has been no decrease in activity level in the SIAST Wascana program. Indeed, there have been increased demands on the program within the past year by groups which have previously not been served by the program. In the case of SIAST Wascana and SIAST Kelsey Campus, there appears to be insufficient administrative support or commitment from the institutional management for these programs. Coordinators for these programs indicate that demands for greater literacy learning opportunities by various agencies and also by learners have increased.

. Five factors which have contributed most to the success of the programs are: Increased funding to programs by the Campaign; coordinators' personal characteristics, knowledge of their communities, creativity, and commitment to the programs; coordinators' autonomy and the level of administrative support within the organizations; and the numbers of volunteers and learners who have come forward.

. The programs are provincial in scope, insofar as scope includes populations served. They are limited in scope, at this time, in terms of the options they can provide to learners throughout the province and in their focus on primarily one-to-one tutoring.

. The majority of literacy programs in the province have limited linkages with other literacy programs or learning opportunities within the province. For learners who are at Grade 4 to 8 reading levels, there are few opportunities available other than the volunteer-tutor programs. For the most part literacy programs tend to be isolated from ABE programs and skill-training programs, by virtue of being in different facilities, having limited contact with these instructors, and having different philosophies regarding adult learners' needs and the ways in which they should be met. Again, concerns have been raised by coordinators and administrators about raising the public's expectations without strong mechanisms in place to meet the needs which are then presented.

There is a general perception among administrators, literacy coordinators, and others involved in ABE literacy programs, that the Literacy Campaign was organized from the "top down" and did not take sufficient account of the situations within which the coordinators function. The Literacy Council remains an "amorphous body" which provides funds and requests action, but which seems to have no consultative relationship with programmers. People are not clear about reporting relationships, or about the extent of responsibility they have to the Managing Director of the Literacy Campaign, or to the Council itself. People are confused by the apparent lack of connection between Saskatchewan Education, the Literacy Council, and the institutions. This was a consistently-expressed concern. Lack of literacy-practitioner representation on the Council was also a concern of some administrators and most coordinators.

There appears to be a definite need for collaboration and intensive public-relations work with boards of regional colleges, principals, regional directors, deans, and administrative-level personnel within SIAST, regarding literacy needs and programming. Although the Campaign appears to be successful in raising awareness levels of the general public, it does not appear to be successful with these groups which influence the direction, budgeting, philosophies, and policies of the institutions in which the programs are situated.

CHAPTER FIVE: FINDINGS - LEARNERS, TUTORS, AND LEARNING

> *I've always wished I could read. When you see somebody reading, you want to read. I think the biggest thing is that I'd give it one more try. I thought, "Well even if I'm 65 if I can read my letter from the government for my pension cheque then it would be nice." I think it was just the last stab at the cat .... When I read that whole thing myself, I thought "Well holy smokes, Mary must be doing something!" So I kept on a little harder and its working.* (Stan, age 45)

* * *

> *I feel like I'm getting somewhere, like I'm improving my life since I started this. Like I'm not, like you'd know, when you look at it, even when you're not blind and you can see, but it don't mean you can do it, right? So you're not in the dark anymore, when you do that learning.* (Donna, in her 30s)

Like Stan and Donna, almost all the learners interviewed in this study (with four exceptions) feel as if they are getting somewhere they have never been before. The life contexts in which they are learning, the processes whereby they are learning, and the outcomes they perceive for themselves are poignant, inspiring, and thought provoking.

In Part One of this chapter, we will look at the experiences of learners and the processes whereby they are learning. The outcomes of these processes can be explored in the light of the Saskatchewan Literacy Council's definition of literacy learning.

In Part Two we will look at tutor's experiences, their own learning needs and outcomes, and their perceptions of the Literacy Campaign. This chapter concludes with a Summary of Findings and the Collective Recommendations of Learners and Tutors.

PART ONE: THE LEARNERS

Focus of the Interviews

There were ten potential areas for exploration in learner interviews. They took the form of questions to be answered and were as follows:

1. Who is this person? In what life context is he/she learning?
2. How did the learner learn about the program and what made him/her decide to come for help?

3. What was the learner like at the outset? What abilities in reading and writing did he/she not have?

4. What are the learners' ways of going about learning, and what was the learner presently learning in the program?

5. Goal setting and goal achievement: how did the learner set goals and work towards them?

6. What are the learner's perceptions of his/her progress and the tutor's perceptions of changes in learning outcomes including learner's internal changes (e.g., perceptions of self and others); changes in behaviors, attitudes, beliefs, skills in reading and writing; and other outcomes?

7. Tutor-learner or instructor-learner relationships: what are learners' perceptions of the tutors and the tutoring relationship?

8. What barriers and/or problems has the learner had to overcome while enrolled in this program?

9. Continued learning and transition to other programs: what is the learner's awareness of other learning opportunities and intent to continue his/her learning?

10. What is the learner's involvement in literacy and what recommendations does he/she have for the future?

In the discussion which follows, we gain insights into several individual's literacy-learning experiences. We listen to the voices of a few learners and attempt, through "picture snapshots," to see something of their life circumstances and outcomes of literacy tutoring. Tutors and instructors voices will also be heard. To protect the identity of the respondents, names and certain details have been altered. The voices, however, are their own.

Who are the Learners in Literacy Programs?

Across the Province

It has been said that literacy learners defy generalization. Findings of this study support that view. As individuals, their literacy learning needs are the outcomes of their own unique life experiences and connected to their individual goals and aspirations.

Learners seeking help in literacy programs include those of both genders between ages 15 to 82, whose literacy levels range from 1 to more than Grade 10, and whose formal schooling ranges from no schooling to university degrees. Learners include early school leavers and dropouts from ABE or skill-training programs who are now seeking to improve their education; ESL learners who include aboriginal people whose first languages are most often Cree, Dene, or Saulteaux; those with physical, mental, and multiple disabilities; incarcerated youth and adults; university students and visiting scholars; people employed in a variety of work settings, the self-employed and the unemployed; high school graduates with only functional literacy skills or less; those classified by testing and counselling as unlikely ever to read;

and those who simply wish to enjoy the pleasures of reading and writing which have not been theirs.

Learners in the Study

Ninety-six learners were interviewed and we talked informally with several more. Thirty-two learners were interviewed individually. Another 26 shared their experiences in focus groups of two to four learners, and nine were interviewed as tutor-learner pairs. The remaining learners were interviewed together in ABE 1 to 4 classroom situations. Interviews took place in various locations - learning centers, coordinator's offices, libraries, classrooms, and learners' homes.

Personal information was collected from 65 learners. Of these, 51 were enrolled in volunteer-tutor programs, 11 were ABE 1 to 4 students, and 3 attended the SIAST Kelsey Learning Center. Demographic data were not gathered on learners who were interviewed in the preliminary phase or on those interviewed in an ABE class of 7 learners.

As can be seen in Tables C to G in Appendix R, the composition of this sample of learners was as follows:

- 40 were male, 25 were female.
- 42 (or 64.6%) were between the ages of 20 and 39.
- 33 were single, 21 were married or living common-law, and 5 were separated.
- slightly less than half of the learners were ESL learners, the majority of whom had Cree, Dene, or Saulteaux as their first language.
- 17 (26.1%) of the learners had 5 to 8 years of schooling, although individual interviews indicated that most were at the Grade 2 to 3 reading levels at the outset of tutoring.
- 9 learners attended school up to the Grade 9 to 12 level and another 3 had some university.
- 28 (or 43%) of the learners were employed, 1 being a self-employed businessman.
- 31 or (47.6%) were unemployed and included several learners on disability leave.
- The educational levels of 25 learners was unknown, either because they did not disclose this information, or were not asked. Six individuals with mental disabilities and 11 inmates at correctional centers were included in this number.
- Learners' occupations were numerous and included: construction worker, truck driver/heavy equipment operator, caretaker, sheet metal worker, hotel owner, loading dock worker, cleaning person, mechanics assistant, waitress, carpenter, member of housekeeping staff in a nursing home, potash mine worker, cook, assistant chef, and chambermaid.
- Although learners interviewed were not asked their income levels, their employment status and information disclosed during interviews reflected generally low-income levels among the literacy learners.

Predominant Findings About Learners' Life Contexts

Learners brought a wide range of life experiences, interests, educational backgrounds, and personal circumstances to their learning situations. These are the predominant findings among learners who were interviewed:

- The majority sought tutoring within personal life contexts of poverty or low-level incomes and negative educational experiences within institutional settings. Not all learners enrolled in the programs, or who were interviewed, met the descriptions above. One learner was a self-employed businessman; three others were university students. One was a female ESL learner who had been in the country for many years. She had taught herself how to speak English and now she wanted to read and write in English. Several were ESL learners who knew how to read and write in English but wanted to be able to speak it clearly.

- Of aboriginal ESL learners whose first languages were Cree, Dene, or Saulteaux several had limited schooling in English. Twelve aboriginal learners were receiving tutoring within correctional centers where, according to their tutors, they were making good progress. This is an instance where the correctional center context seems to promote literacy learning. There is a certain stability, constancy, and lack of distractions which facilitates not only learning activity, but also goal setting towards further educational experiences.

- Several of the learners interviewed gave some evidence of having speech problems, auditory perception problems, problems with eye-hand coordination, and learning disabilities. Indeed, the most frequent speculations of tutors who were interviewed individually and in small groups, concerned their suspicions of learning disabilities or memory problems in the adult learners whom they were attempting to tutor.

- Over a quarter of the learners interviewed in this study had not attended school beyond the Grade 8 level. Three learners, including a 17-year-old, young, Native woman in a northern community had never attended school; while 7 other learners had not gone beyond the Grade 4 level.

Increasing numbers of adults with various disabilities, as well as those who suspect learning disabilities in other family members (particularly sons, husbands or nephews) are coming forward for assistance from literacy programs. Inquiries are currently more frequent for young adult males than for females, while help has been sought for boys with reading problems as young as age eight. This finding was reported by coordinators and interviewers, and also noted in discussions during tutor-training sessions, particularly in the rural areas. Requests for assistance from literacy programs are also on the increase from organizations and sheltered workshops serving individuals with learning, mental and multiple disabilities. Of adults with mental and multiple disabilities, Grade 3 to 6 education levels are typical. Where tutors have been obtained and have worked with such individuals, slow but noticeable gains in reading, writing, numeracy, and social skills were observed. This has led to increased requests by or for other individuals in sheltered workshop settings (J. Brecht, personal communication, April 18, 1989; S. Carthy, personal communication, May 4, 1989; R. Nelson, personal communication, Saskatchewan Abilities Council, 1989, p. 13; J. Phillips, personal communication, June 9, 1989).

Many of the learners interviewed in the study also spoke about unstable childhoods in which there was a history of alcoholism, abuse, high conflict family life, and/or constant moving of the family from one place to another. The learners' accounts from these factors which impeded their learning were poignant and disclosed the gradual sense of hopelessness, which they acquired in childhood, about their ability to learn.

Many were learners whom, to some extent, the "system" seems to have "beaten." They were unable to make it work for them, or perhaps to cope at all. The large institutions in which they tried to learn seemed to have ways of silencing them.

Coordinators and tutors reported that some learners come to the programs with the conviction that learning to read is magical and possible in a short time. Media messages such as "Learning to read is as easy as A,B,C" have apparently been misleading and generated some unreal expectations. In fact, learning to read is very hard work. Many learners in this study spent a great deal of time and effort getting to the most elementary levels. Other learners have made very fast progress once they have recognized they can learn but they worked at it.

A Picture of a Learner

Stan is 39 years old. He and his wife are the parents of several children, four of whom are foster children with physical and mental handicaps. Looking after the children has been a full-time occupation since a back injury forced him to give up his job as a heavy-duty equipment operator 3 years ago.

Stan had a difficult time in school when he was young. He could not learn to read. He was taken to various places for assessment. He was told that he would never learn to read and for a while, was even put in a special home for people with mental disabilities. Stan was always good with his hands and he refused to stay there when he realized he was telling the teachers how to put things together. "I finished out that year of school. I was 16 and then they graduated me in Grade 8, you know just to be nice to me ... and I went to work from there."

Stan tried several jobs but was fired from them, at first, because he could not read or write. Finally he got a job driving a delivery van, and with the help of a Chinese immigrant who could not read English, somehow learned to interpret maps. He eventually learned how to drive heavy equipment and then hurt his back.

He learned about the program from a social worker. For Stan, learning to read was a dream. He explained it this way:

> *You see these people reading books you know and you always look at them and wish you had their brain. Or some miracle would happen that I would learn how to read.*

It was perhaps for self-protection that Stan describes his initial attempts in terms other than a dream ...

> *I'm just taking it as a game right now. Just playing. When I first came to Mary, you know, I didn't care if I can learn to read or write, ... if I can make improvement. I can feed my family and we're getting along fine. But it's the* ***pleasure****, if I can read, well then that's what I want to do. Actually there is no reason why I couldn't learn, so I tried it and*

> *it's working out ... I went with the attitude either it's going to work or it isn't and I told Mary, you know, there was a lot of people that tried.*

When Stan started to work with his tutor he tested out at the Grade 2 reading level on an informal reading inventory. Mary began reviewing the alphabet and having Stan write simple words. They met together twice a week for 1 to 2 hours at a time.

Within 4 months, Stan had not only resumed employment, but was reading short stories and writing at the Grade 5 level.

He was pleased about the brief description he had written of a Foster Parents Association meeting. His writing shows substantial improvement over his initial writing several months before. (See Appendix S). He spoke of his progress this way:

> *Everything has improved. Getting into the verbs and nouns and stuff like that I'm finding that hard but ... the last year in school I couldn't do that. I don't know where I've picked up or how fast you teach or why I'm learning now ... I'm still using a dictionary on a word that I don't know how to spell. I'll look it up and there is lots of words I don't know. Or I'll refer back to my book ... where I remember where I wrote the word and I'll go back and look how it was spelt.*

The interviewer asked Stan what he thought was the single most important change in his life from having worked with his tutor and having learned to read. This was his response:

> *I think it's the way it makes me feel. It makes you feel that there's more in life now ... I went down to Disneyland with the kids and now I want to do it again because all them signs I seen, the wife got sick of reading them to me. A lot of the signs I missed. Now I can go back and I can read them. Everything is written out there like Bear Land or Tom Sawyer's Raft - all those little words you know - you miss out on so much ...* You knew it was raft, but whose raft was it?

Interviewer: And you feel differently about yourself?

> *Oh yeah. I don't get into that kind of passing out feeling you know, where you get all hot, worried. I don't have that feeling any more. I have more confidence. I'm proud of what I have done. I think that's what makes me feel now that I'm not in a lower class than anybody else.*

Stan, despite his assertion that learning was just a game, worked hard at learning. He described how he made flash cards for himself, how he practised learning words, how he would like to have a "buddy" to work with so he could get more time for learning "away from the kids." Having been convinced that he could learn he wants it all. He sums up his self-discoveries this way:

> *We went to an oil distributor meeting when I first went back to work there. Well the day before I went back, they handed pamphlets out, wanting to know, what we want to know more of, on the oil distributor. A page, something like that, and I had to read it and check off what I wanted to know about an oil distributor. And I read right through it and there was still some other guys writing and checking there and*

> *thought, "Well, I'm finished you know, I beat some of the guys!" I felt like saying ... I beat them. It's just something else. A miracle, I feel it's a miracle that I learned how to read this quick.*

Life Before Literacy: What Makes Learners Come For Help and What Do They Bring to the Learning Situation?

In this study we found many individuals like Stan who bring an abundance of strengths and well-developed mechanisms for coping with the inability to read and write. Also like Stan, they bring both burdens and hope to the learning situation. Among the burdens are the fears, angers, and anxiety about their early school experiences and the belief that they cannot learn. Among their hopes is that with "one last stab at the cat," they will somehow learn to read. For learners like Stan, miracles really **do** seem to happen. Others do not necessarily have the same experience, especially if they come with unreal expectations about the work that it requires on their part, or if they come with unrealistic goals.

Most learners we interviewed had some goal in mind, although the goals varied considerably in scope and in specificity. The degree of energy and attention which learners gave to achieving their goals also varied.

The majority of learners seem to come to the learning situation with a combination of disbelief and determination; disbelief that they could learn to read, and determination to try once again. With these learners, the earliest stages in the tutor-learner relationship seem crucial. Within the first few sessions even the smallest sign of progress seems instrumental in helping convert the individuals' disbeliefs to the belief that they are capable of learning. As learners described their first and continuing lessons with their tutor, they also revealed that their growing sense of determination stimulated them to try harder.

There were four learners in this study for whom this did not seem to be true, who seemed to feel a sense of hopelessness about what they could learn, or whether any learning would make a difference in their lives. It was difficult to understand why these learners were continuing with the tutor, except that some small glimmer of motivation seemed to exist.

Learners seemed to be extremely vulnerable at any negative experience with tutors. Indeed several learners had spoken of working with tutors with whom they had been unsuccessful, and recounted how they had dropped out of the program for a period of time. Sometimes it was their employment situation that stimulated them to try again; sometimes it was the influence of a partner; sometimes it was the learner's own acknowledgement that he/she was "ready now," when he/she had not been before.

Let us look at a few other learners to better appreciate both the diversity and commonalties of needs and experiences which they bring to the learning situation.

Helga, in her 60s lives in a rural area. She missed a lot of schooling because of a chronic health problem. For two winters she took her schooling through the Correspondence School because she had 5 or 6 miles to go to school and roads were impassible. The first year of school left unhappy memories when she was strapped by a teacher who "wasn't very great." She recounts: "At least in my head it was because I didn't know my words. He gave me the strap and I haven't forgotten it to this day." She received her Grade 8 certificate from the Correspondence School. When given an informal test by the literacy coordinator she tested out at the Grade 5 level of spelling.

Goal: To learn how to spell and perhaps upgrade her English once she has learned how to spell.

Barriers: *"Fear of failure in the back of my mind ... just in case I fail, I don't want anyone else to know it."*

Mack, in his 30s, lives in an urban center. He is a supervisor with a manufacturing firm. As a child he spent time in several foster homes. He says he was slow in school and repeated each grade until Grade 7, when he was asked not to return to the public school in his rural community. To get a better position in his company and better pay, he must be able to write reports. So far he has been able to compensate for not being able to read and write through the use of codes, a terrific memory, and good oral communication skills. His company paid for him to attend a private tutoring program where he was told he would never learn to spell.

Goal: To learn how to write reports ... and when he has learned to read and write better, to take upgrading.

Barriers: Very self-conscious about not being able to read; does not let his fellow workers know he cannot write; although his company has encouraged him to learn to read and write, company policy does not permit full-time or half-time upgrading; recent separation from his wife and desire to see his children more frequently, is stressful. Lack of sufficient time to pursue literacy learning is the most significant barrier.

Tim in his 20s, married with two preschool children, was one of five boys in his family and works as a caretaker in an industrial complex. He was placed in "opportunity classes" at different levels during his early schooling. He says he got no encouragement from his parents when he was in school and he experienced a lot of frustration.

Goal: To learn to read and after he has learned to read to take further education. He does not know how he can further his education and support his family too.

Barriers: Not enough time for both learning to read and working to support his family. Lack of a private space for tutoring. He finds it inhibiting to be tutored in the library.

Chris, in her 20s lives in an urban center. She was raised in a home with alcoholic parents and moved around a great deal in her childhood. She seemed to have trouble learning and was placed in special classes and held back so that she was older than her classmates. Other students referred to her class as the "dummy class." She felt looked down on by others and completed her vocational Grade 10 at age 18. Chris wanted to get her life straightened around and to continue her education. She was unable to enter upgrading because tests showed she could not read beyond the Grade 5 level. Retesting in a volunteer tutor program showed that she could read at the Grade 7 level.

Goal: To enter upgrading and become an activity worker in a nursing home or working with the handicapped.

Barriers: Her own feelings of low self-worth, embarrassment at not being able to read aloud in front of people, especially "big words"; perceptible speech problem which she may or may not be aware of; apparent difficulty in interpreting the written word, which she describes as "those funny letters that switch and make different sounds that they're not supposed to."

Tanya, in her 20s, lives in an urban area. She did not like school and says she did not do very well there. She was placed in special classes and did not get enough time with the teacher. Because she felt she was not learning, she left Grade 8 at age 16. But Tanya wanted to learn. She took upgrading to the Grade 9 level, at night classes "until the government cut the program" then GED preparatory work. Three years ago she began working with a tutor for 1 hour twice a week, then 2 hours. Finally she was admitted to a carpentry apprenticeship program.

Goal: To successfully complete her carpentry apprenticeship program and receive her apprenticeship certificate.

Barriers: Getting time to spend with her tutor now that she is in a full-time program.

Lena, a woman in her 30s, came as a refugee from a war-torn country. Lena's husband was a political prisoner escapee and for a time Lena too, was jailed and tortured for information about her husband's whereabouts. In her home country Lena was a teacher. She has four children, one of whom had to be left behind. Lena and her husband have both completed a year of occupational English classes. Lena has sought tutoring from the local literacy program in her community and from the Open Door Society. She is also seeking full-time employment. To make arrangements for her child to come to Canada too, the family must send money.

Goal: To get help with pronunciation, vocabulary, the meaning of the words, writing and grammar; to learn more about how things work in Canada and in this community - the hospitals, the courts, where to get things; and to get a job she is qualified to do so she can earn money to join her family together again.

Barriers: Not enough time and energy to work, care for the family and learn English too; not enough opportunities to learn English well; the tutor does not have enough time to do things with her that she would like to learn.

Claude, is a Francophone in his 40s who lives near Prince Albert. He is a commercial fisherman who trained himself as a cook. He saw the advertisement for the literacy program on television and asked for a tutor. Claude is not literate in either French or English, nor did he know the alphabet when he began tutoring.

Claude has seasonal employment in the lumbering camp and when a job is available he must go. He wants a good life for himself and his family and says, "People in my situation can reach a dead end, you know, that's why a lot of people commit suicide."

Goal: To learn to read and write English so he can get a better job and maybe train for something else.

Barriers: Seasonal employment means he must discontinue his tutoring. When he is unemployed he must look for work and has no financial support for literacy learning.

Wanda is a 17-year-old Cree-speaking, young woman who lives in a Northern community. She has never been to school.

Goal: To learn like other people and be able to go to upgrading classes.

Barriers: No barriers at present because she is being tutored daily by a relative who is an unemployed school teacher. In the absence of the relative, a barrier could be the unavailability of another tutor.

Eric, Donald, Edward, and Thomas are inmates at a northern correctional center. They are between 15 and 39 years of age. Two speak Cree as their first language and one speaks Dene. All but one are interested in getting more education. Thomas feels that there is no point; that learning to read and to write will not make a difference for him. Edward understands so little English that it will take him a long time to learn. Along with Eric and Donald he says he wants to learn skills that will enable him to work.

Goal: *"To get my Grade 10 before I get out of here"; "to get a little more education ... start a business or something, probably an apprentice or a mechanic."*

Barriers: Limited options and knowledge of options, and limited opportunities for continuing their education or finding employment in their home communities or reserves; stigmatization by others in the center or in their communities for trying to improve themselves and their education level; relapse to substance abuse after release from incarceration; difficulties in "making it in white society" when they go to urban centers and not knowing where to go for help.

Having examined some of the differences between learners who are presently seeking literacy tutoring, let us now look at the processes whereby the programs work with the learners and learning occurs.

How Do the Programs Work With Learners and How are Learners Learning?

Saskatchewan literacy programs, presently work with learners in a variety of ways. It was difficult to ascertain any one pattern either within or across programs. However, program contexts, the life contexts of the learners, and the quality and length of tutoring time appeared to be significant components of the teaching/learning processes.

Other factors which appeared to have some influence on the ways in which tutors worked with learners include the location of the tutoring, the extent to which tutors actively looked for, and were able to find, suitable alternative materials, the extent to which tutors thought of ways to involve the learners actively, and rural isolation factors. These processes will now be examined within the contexts of volunteer tutor programs, learning center and SIAST literacy classes, and correctional institutions.

Volunteer Tutor Programs

Volunteer tutor programs have a three-step process by which they help learners:

- Initial interview and assessment of learners' needs.
- Matching with a volunteer; follow-up, reporting, and referral of learners.
- Individualized tutoring and learner support.

Interviewing and registration of learners is done by all programs, usually by the coordinators or learning center facilitators. In this process, background information is acquired and the learner's needs and preferences are assessed. Examples of learner registration forms are contained in Appendix T. In half of the literacy programs, the learners' reading levels are assessed by the coordinator and this information is given to the tutor. In the remaining programs, tutors will do the assessment and provide the information to the coordinator. There is considerable inconsistency among programs in the extent to which reading levels are currently being assessed.

Matching is primarily an intuitive process on the coordinator's part, taking into account variables which have already been discussed. In Appendix U is an example of tutor-student matching information which is provided to tutors by one program.

Follow-up, reporting, and referral are attempted by most programs at 1-month or 3-month intervals and at varying intervals thereafter. Some of the difficulties in learner/tutor follow-up have already been discussed. Nonetheless, most program coordinators are able to report on achievements of the majority of their learners on a regular basis. In several of the programs, there is evidence of coordinator assistance to learners on an individual basis or in conjunction with the tutor. Some examples of learner goal achievement reported by coordinators are contained in Appendix V.

Ways of working together are individualized by tutors once they are matched with learners. Processes of working together vary considerably among tutor/learner pairs. Successful outcomes of these processes seem most dependent on the ingenuity, creativity, and spontaneity of the tutors; on their abilities to "tune in to" the learners' needs and goals; and on their effectiveness in providing appropriate approaches. Several learners seem willing to put up with a certain degree of hit and miss in the success of certain methods used by tutors, as long as the match with the tutor was a good one, that is characterized by mutual trust and respect. This appears to hold true for correctional center tutors and learners as well.

Tutors had various ways of describing their processes of working with learners within the personal tutoring context. Some tutors could not remember details of either their processes of teaching, or the materials they used. Several tutors provided very detailed accounts of how they had worked with one or more learners. Most tutors recalled their approaches in more generalized descriptive terms. What was notable in tutors' explanations was their vivid recall of the learners and of the ways in which they, the tutors, had successfully adapted - or failed to adapt - their methods to meet particular learners' needs and goals.

Tutors trained in Laubach methods appeared to be somewhat more narrowly focused in their tutoring approaches, than tutors trained in programs which have given them a wider exposure to alternative teaching approaches. Most tutors incorporated phonics into their lessons and many relied quite heavily on the LVA approaches which are promoted in tutor training. However, there were also numerous examples of tutors who ignored the training materials altogether and chose to "wing it" with alternative methods. Many tutors used newspapers to some extent. For the most part, learning was tutor-guided, although most tutors responded to expressed needs and preferences of their learners if things were not working out.

The following examples from tutors' interviews illustrate tutors' perceptions of learners' needs and the ways in which they responded to them.

Edgar, a retired school principal with four university degrees, tutored a husband and wife team in their mid-60s. The couple were farmers in a southeastern rural community who wanted to obtain their Grade 12 through the GED exam. Edgar walked to their farmhouse from his and tutored them twice weekly for 2 hours a time, beginning in February, 1988. Except for 2 weeks off for seeding, he continued to work with them through the summer. At the time of the interview he had been tutoring them for over a year.

> *I took them through a reading series first, called the Writing Road to Reading. It had three books in it .... There are these booklets ... titled Nouns, Verbs, Adjectives ... and the last one dealt with skills in writing. Each one has a reading interpretation exercise, some work on vocabulary, and then a writing part. That's how it's set up. So they worked through these then, right to the end. And then I gave them the GED pretests in the fall ... and he scored right at the top level ... she scored in the midlevel .... They were able to score that well on GED tests with only a Grade 7 reading level .... The one pretest that baffled them was math. So I've been working on math for a long time now ... they'd lost nearly all their math you see.*

Eldon, a university student pursuing an education degree, tutored a young unemployed man. The young man had taken a life-skills course and wanted to get a job.

> *My student just wanted to be able to read and write better .... As our time together moved along, we would be turning together to the sort of things that he wanted to do for the next week or the next few weeks. So for January and February most of what we did was, we worked on a resumé. So, using the resumé as a kind of building block or a source of learning, we worked on things like spelling. And also, we were organizing work and seeing that there needs to be a certain pattern ....*

> *Again, **he** did a lot of the work, I provided some guidance for him .... His output was substantial.*

Lilly was a paid tutor who also volunteered her own mobile home and much personal time, to tutor a group of aboriginal women in a small Northern community. Most of the women had some formal schooling up to the Grade 3 or 4 level, but two of them had never been to school. She used driver training as the practical focus for the classes but employed a variety of methods for this learning. They met twice weekly in the morning during the winter months.

> *I had to try different tactics with each one .... They had different learning styles and habits. I used role-play extensively. They had to learn the basic phonetic structure of English because English and Cree are sufficiently different to make things complicated .... Listening, remembering, practising vocabulary were all developed around the driver-training theme. This was something **tangible** they got at the end of the program.*

Learners also provided information about the ways in which tutors worked with them, about their own independent learning activities, and the activities which discouraged and encouraged them.

Stan was unable to form and to spell words properly. He wrote words as they sounded to him. He could not write a sentence. He could not read. His tutor, Mary, began by briefly reviewing the alphabet with him and working on a couple of words. Without realizing it, however, Mary almost overwhelmed him at the beginning. Stan describes it this way:

> *... First off, to get the reading, Mary gave me a book. I forget what it is called, an adult learning book or something. It was just too frustrating. I sat 2 hours on one page until I finally figured it out. I told her, let's forget this. Let's go on with the reading. So that's what we did ...*
>
> *She's great. She does what I want her to, not what she wants to teach. Like I felt that book, if we go on that way, then let's forget it. That's how I felt. I can't sit for 2 hours and get nothing done. She said we'd put it aside for awhile and see what happens later. She usually says, "Well, what do you want to do tonight?" My answer is the same all the time. I don't care, whatever. She gets right in there and it's either usually reading, or this last while she's been sneaking in those photostatic pages, thinking I don't know it's from the book.*
>
> *And that's another thing, you hand a person a thick book or even 300 words on that page - when she handed me that, I thought "Well this is it. I'm finished, I can't do that." That was right off the bat, that was the first thing we started - the 300 words. I thought it was impossible. She said, "Well, let's only worry about the first ten." And we were away. After I learned the first ten, in the first evening, and I could read them again the next day, I thought that was pretty good.*

Stan described his own self-directed learning activities as well as tutor-behaviors that can be helpful in the beginning stages of learning.

> *Like, I made myself a word chart. Maybe have them print it up like that, you know, the 300 words. And then the tutor can give them two or three at a time. So that's how a tutor could help someone. Being helpful to someone is to be careful not to overwhelm them with too much all at once, but to give it in small doses. I think that would work out pretty good.*
>
> *Or even if they could print something up like that and a guy could keep it in his pocket, and at lunchtime I could easily take it out ... You could go in a restaurant and sit down for lunch and you've got a little book lying beside your plate while you are eating. You can still sound out the words, nobody knows what you are doing.*

Tim, a maintenance worker who wants to become a counsellor, could read simple books to his children and some parts of the newspaper. He and his tutor began working from the newspaper, then reviewed phonics and built up from that. The tutor gave him books to read, and a list of words that he did not know. He used a dictionary to look up words and reviewed them with the tutor. She then had him construct sentences and paragraphs. He progressed to writing stories about characters of his choice and was pleased that his tutor was keeping him challenged. Tim described it this way:

> *I'm writing about my own character. I'm excited about that, I haven't done that before ... she keeps me thinking. It's interesting. I like what she's doing, I don't mind the work. I don't like working out of books all the time. She explains to me what we're doing and she's very patient.*

Lena could speak English quite clearly after one year of learning, but desired much more fluency. She wanted to speak, read, and write with her tutor. They meet twice weekly for 1 1/2 hours. They began with reviewing English vocabulary and grammar in the *READ ONE Series One* books. Lena likes these books because of the way they clearly explain the sounds and syntax of the language. However, she and her tutor agreed that they need another resource for grammar. Lena prefers the tutoring situation to the group-learning situation because she can speak more often with her tutor. She feels that she did not learn the correct pronunciations in Occupational English classes. She would like to do activities and learn about things outside of the library but her tutor does not have time for this.

> *I speak to Barbara for, I have some problem with pronunciation, for vocabulary, and she helped to me very, very good. Every time I came here she gave to me homework, some books for to study .... We worked in one week, two times, everytime 1 1/2 hours [meaning twice weekly] We started Workbook 1, I think, 3 weeks ago and now we start this week Series 2 .... One person together, is better for me to speak English. I no shy ... a tutor is very good, better than the classes. You know, in the classes is 12 students and he and she has a problem for vocabulary ... the tutor knows English, she knows vocabulary, I speak English with her.*

Provincial Corrections and Federal Penitentiaries Literacy Programs

There are several notable, contextual differences among literacy programs within provincial corrections and the federal penitentiary systems. Ways of working with learners are influenced by these and several other factors which include: the length of time the programs have been operating; the underlying philosophy of the administration towards literacy education for inmates; length of sentence and composition of the inmate populations; levels of security required in the particular facility; the extent to which inmates' learning is interrupted by personal crises points, attitudinal factors, or "call outs" wherein they are summoned away for other duties, routine head counts, or consultations with parole officers and others. Other variables such as medication level and types of criminal offenses with which the inmates are charged, also affect attitudes and concentration abilities of psychiatric-center inmates particularly.

Personal life contexts of the inmates are very significant, as can be seen in these known facts: people of aboriginal ancestry are overrepresented in Saskatchewan correctional institutions. Approximately 63% of male inmates and 88% of female inmates are of aboriginal ancestry (Saskatchewan Culture, Multiculturalism, and Recreation, 1989, p. 25).

The majority of these offenders have less than Grade 7 education, although formal education levels tend to be slightly higher among women than men; the majority in the North speak an aboriginal language as their first language, but are likely to have low-literacy levels in that language as well as in English; they are most likely to be male between the ages of 18 and 29; and finally, their personal life contexts are primarily characterized by the numerous negative consequences of poverty, abuse, cultural alienation, discrimination, chronic unemployment, intergenerational undereducation, and substance abuse (Indian & Northern Affairs Canada, 1980; Naidoo, 1987; Province of Saskatchewan 1989b, May, pp. 16-17; Saskatchewan Justice, 1988, pp. 21-23; W. Koczka, personal communication, May 4, 1989; B. Till, personal communication, June 29, 1989).

The instructors' recognition of these personal factors and their creative attempts to meet needs arising from them, appear to be most influential in the teaching/learning processes used with inmates.

Interviews and site visits within the provincial corrections system included three centers: a young offenders' facility in the North; a correctional center for men in the North, and Pine Grove Correctional Center for Women in Prince Albert. The federal Saskatoon psychiatric assessment center was also visited. Descriptions of these programs were based on observations and interviews with administrators, instructors, tutors, and provincial corrections' inmates.

A northern corrections camp was set up with both a day-time and evening program. Ten learners can be accommodated at one time. The learning center was first established with funds from the Saskatchewan Literacy Council and expanded with funding from the Saskatchewan Distance Education Council of Saskatchewan Education. The program deals with life-skills subjects, including sex education, substance abuse, self-esteem. It is literacy based, in that reading levels are primarily at the Grade 4 to 5 level. Every student has his own program for reading. Reading resources include basal readers, low-bulk materials, the *Challenger Series, These Stories Are Not Boring*, and refresher math and simplified science. Learners are often shown videos and films and asked to write several pages about what they see.

Within a 1-year period the tutor has worked hard to implement his belief

> *in the whole person - his health, his personality, needs and attributes .... I'm involved here in literacy .... I base it on needs. If the need is ESL or upgrading, then I construct it. We have some inmates here working on first-year university classes as well ... because this is a prison population, I'm dealing a lot with life-skills problems.*

Among the learning resources he has assembled and uses regularly are television and video sets, a computer, an organ, a film projector, and a microscope. He describes the other activities this way:

> *We do ball and badminton as extra-curricular activities. We often go down the river for art classes. All the students here learn music. They learn to read it and having the tool, they can get near it. It inspires them to learn to read the words to the songs, too. Some of the students here are composing their own music to songs ... I think this kind of program is required in all prisons. It's the best self-esteem builder you can find. And if that's the central reason (low self-esteem) for deviant behavior, then this is the best way to get at it.*

These approaches seem to work well in the correctional camp setting where the inmates are considered no risk for minor offences, where the average stay is 2 to 3 months or up to a year in duration, and where there are virtually no security provisions. The situation is somewhat different in the young offenders' facilities where the inmates are younger, include repeat offenders, and tend to function more negatively in group situations.

In a young offenders' facility, the learning center is located in a central location where there are many distractions - phones ringing, people looking in, visitors coming and going. Funding for the learning center was minimal and in the first year allowed only $300 to $400 for books and learning resources. The administrator described the population this way:

> *They need to be able to start and finish some specific tasks or projects in which achievement can be seen. There's a need for more formalized learning plans, perhaps even a checklist of things they could do. They get hooked into power struggles with police and other people and they need to be in a situations where that isn't an issue. They get stigmatized from trying to prove themselves to each other in a group situation. The environment in the facility is negative in that way. Some of the residents aren't appropriate for a group situation because they act out to get attention ... and power plays go on between them. There is a need there that the formal school system can't meet. I support the volunteer system 100% because it gets them focused.*

Although the residents are assisted in developing group skills through life-skills classes and other small group situations, one-to-one tutoring with volunteer tutors is more effective in helping them acquire actual literacy skills. Here the creativeness of the volunteer tutors seems crucial when working with the residents individually or in very small groups. What seems to be needed now is much more intensive tutoring on a daily basis for the duration of the inmates' sentences.

> *I asked them why they wanted to be here. They told me they wanted to read bigger words and certain magazines. I helped them break up the words they didn't know and sound them out. They sometimes had trouble writing, so I had to print and they would copy.*
>
> *I started by seeing if he knew the rules and regulations of the correctional facility. We started there, and then we planned together. Workbooks, talking, reading, I used phonics and word structure .... This particular kid passed out of Grade 9 but he couldn't read ... he'd had ear trouble, an operation. I think some background on him would have been helpful .... I tried (the Learning Experience approach) but it didn't work .... The student wanted me to write the story, not print, but it didn't seem to be enough for him ....*

The Pine Grove Correctional Center For Women is a medium-security institution for women whose sentences range from a couple of months for minor offences, to 2 years less a day for more serious offences. Pine Grove has federal exchange agreements which also allow women serving sentences of over 2 years to remain in Saskatchewan. In the past few years an average of seven such women have been incarcerated annually for up to four and one-half years. As in the male correctional centers in Saskatchewan, the majority of inmates are in their 20s and are of aboriginal ancestry. There is a slightly higher proportion of women than men in the 30 to 34 year age category (Saskatchewan Justice, 1988, p. 23).

Educational programming for female inmates was until recently, more limited than that for men. It focused on adult basic upgrading provided by a half-time instructor working with inmates on an individual or small-group basis. The learning options for women were expanded considerably when the Pine Grove Literacy Project was initiated in January 1989 with special Secretary of State funding. The literacy project entailed the establishment of a desktop publishing unit within the center.

Initially, the only available working space was the stage of the auditorium. Later classroom space was obtained. A desk, filing cabinet, two computers and a printing unit were installed. Seven workshops were held to acquaint the women with all aspects of writing, proofing, keyboarding, and newsletter production. This involved the acquisition and exercise of numerous individual and group skills. Ten residents were helped to learn basic as well as more advanced writing skills. They experimented with different printing fonts and formats. Artwork, announcements, news items, stories, and poems formed the substance of their first cooperative efforts, namely the publication of two issues of *Pinetime Productions*. A cultural book and beginning work on an orientation manual for inmates were other products of their efforts. The women themselves do all the writing and simplifying of writing for those with fewer literacy skills. A poetry prize awarded to one of the residents helped others realize the legitimacy and value of self-expression through poetry and prose (Gilkinson, 1988b, 1989; Pine Grove Correctional Center, 1989).

In the Prince Albert Penitentiary and Regional Psychiatric Center the security provisions are stringent for sentenced offenders as well as those who are awaiting assessment, sentencing, or transfer. Educational programming has been conducted for many years in the federal penitentiary system. It is based on the UNESCO definition of literacy and has been offered primarily on the adult basic education upgrading model in Saskatchewan. SIAST ABE instructors or independently hired instructors work with inmates in a learning center setting. Due to the great variations in educational levels among the inmates, instructors work with them more on an individual basis, floating between 12 to 14 learners at any given time. One ABE instructor supervises inmate tutors who have received literacy training. Two tutors each work with 6 low-level literacy learners for 2 hours, twice a week. The ABE instructor who supervises these tutors also works on a one-to-one basis with inmates in segregation. Instructors estimate that approximately 75% of inmates have less than a Grade 8 level education, but within the learning center the instructor works with learners only from the Grade 6 level up.

One predominant concern which emerged in interviews about federal penitentiaries inmates was the 1987 provision of a quota system for literacy education of inmates. That is, penitentiaries are expected to increase the numbers of inmates reaching Grade 8 and Grade 10 levels annually with inadequate resources of materials, facilities, and people. Instructors perceive their ways of working with inmates to be negatively affected, not only through pressures to do more at a greater pace, but also by their uneasy sense that education is being used as a correctional measure, and that they are being coerced into meeting corporate objectives which are reflected in numbers rather than in quality of learning outcomes by inmates.

Learning Center and SIAST Literacy Classes

In the **learning center context**, learners are assisted on an individual basis by both learning center instructors and volunteer tutors when volunteer tutors are available. This setting accommodates learners with great ranges in abilities. However, all instructors and tutors expressed concern that they are unable to provide the depth and breadth of individual attention required by learners with disabilities, language differences, and those who are below Grade 5 reading and writing levels.

In the Northlands Career College Learning Center in LaRonge, learners use workbooks designed for Adult Basic Education as well as literacy materials. These include *Newstart Canada* materials, *Language Experience* Stories, the *New Beginnings in Reading Series*, the *IRA Informal Reading Inventory*, and *Driving Is Easier Than You Think*, a simplified driver-education manual developed by Penny Carriere.

Learners include youth from the young offenders' facility who are brought into the learning center on a daily basis. When the PALs computer-learning program was established, the inmates began attending that center for an hour a day as well. Instructors observed that due to the language learning the inmates were achieving in the PALS program, they could spend more time working on mathematics, social studies, and science in the learning center. These students also began using the learning center computers to a greater extent.

Instructors found that by having volunteers working with some students, more individual time could be spent with other learners. Social interaction time was also built into each day. Instructors found that this is much needed by students who have short attention spans. The learners also increase their language comprehension by listening and conversing in English. Instructors' observations about these teaching/learning processes are best illustrated in their own comments:

> *We reduced one student's personal data that he'd use on a resumé to wallet size, and that was really helpful to him.*

> *They have learned faster than we thought, especially with the Newstart Canada basic level materials.*
>
> *Helping them recognize that being able to speak two languages helps increase their self-esteem.*
>
> *Literacy can't be done all day, every day. After a while they need a break from the concrete ... you have to realize what hard work is this for them.*

In SIAST literacy classes groups of 10 to 15 learners are assisted through both group learning and individualized learning processes. Classes are given in a 5 1/2-hour-learning day or in twice weekly evening classes. These literacy classes are offered within an Adult Basic Education context at the basic literacy level, but also include ABE workbooks which incorporate Grade 5 to 10 levels of work. There is a great deal of emphasis on development of self-esteem, group skills, and independent learning skills. Role playing, group problem-solving, films and discussion, and independent work are various ways in which paid instructors work with learners.

Without exception, all ABE students who were interviewed commented on the extent to which the classroom situation and the teachers helped them to feel good about themselves, about others, and about their learning achievements. The following excerpt illustrates the SIAST literacy class context described by one instructor, and observed by the researcher in a second literacy class. Students in this class were sponsored with Literacy Campaign funding.

> *All of my people are unemployed and are under a Grade 5 level. They usually are in different places (meaning at different levels) but I do some classroom teaching. I find it very productive because they like doing things as a group. So I usually do something for 15 minutes or 1/2 hour at the beginning of each session - doing something as a group, whether it's counting change or reading something orally. It may be too hard for some or too easy for some, but that's OK. I feel comfortable and they feel comfortable. They like the group interaction and the laughing and the sharing and they* ***learn from each other****.*
>
> *For them to work, because of low attention spans ... they need a variety. So part of the hour on communications will be group work, and part of it is in pairs, and part of its me, and part of it is silent and independent. But that's just me. I tell a lot too. I have to tell them the sounds, I have to reinforce it and give them pantomime and some stuff.*
>
> *They don't sit by themselves and work for an hour and a half. It's boring for me and boring for them to sit quietly in the room. That's not comfortable for me and my students hate it. Because they are at so low a level and they need to verbalize, they need to interact, and see that it's OK to make mistakes and all those things. They have to get to be friends so for me the oral is as important as the written work and the reading. For a lot of them English is a second language and they need to feel confident to speak up in class and argue about things. For a lot of them, their writing skills are a disaster. I get them to do some writing everyday.*

In summary, there is a great diversity of teaching/learning approaches which are effectively used in different learning situations. Contextual differences are significant factors and each of the teaching/learning approaches has benefits and drawbacks within these different contexts. The "bottom line" in all of these methods, however, seems to be the effectiveness of the tutor or instructor in helping to build learners' self-esteem levels.

Learning Outcomes: Life With Literacy and the Lift to Freedom

Interviews with learners, tutors, and instructors, indicate that many tutors and instructors are working effectively with adult literacy students in meeting their learning needs. Learning outcomes are as numerous and diverse as the learners and their goals.

According to the Literacy Council definition of literacy learning, the majority of learners in this study indicate their needs are being met, often up to several points beyond their initial expectations. Most of these learners came for tutoring with the desire to read and write better. Some learners saw this as a means to another end, such as getting a better job or driver's license; others did not. When asked to think about their goals many learners indicated that they did not have any goals at the outset except to learn to read and write. Their expectations seem to be that if they could just learn to read and write, the rest of the world would fall into place. Both from their own perspectives and those of tutors, many learners began to establish goals for themselves once they began to believe they could learn. The examples of this learning are numerous and touching.

Changes in Skills, Attitudes, and Employment Potential

The majority of learners perceived changes in their actual skills, attitudes, and potential for employment as a result of learning to read and write better. Several of these learners could not read words or sentences when they first began working with tutors. A few could decipher words but not understand what they meant. All of the following learners were at or below the Stage Two literacy level at the outset of tutoring (see Appendix D for an explanation of literacy stages). Some learners increased their reading skills by as many as five grade levels within an 8-month period. For those with mental disabilities, writing and reading skills improved more slowly, but nonetheless were apparent in several learners, according to tutor reports. Improved skill levels were reflected in learners' statements such as the following:

> *I feel more comfortable reading a book and understanding a book now. Before when I picked up a book I would only look at the front and back covers. Now I'm reading what's between the covers! I'm learning how to write business letters and essays in short-story form. I feel good; I feel I can do something for myself. I feel more relaxed (Jack, a former NHL hockey player who "graduated" from Grade 12 but could only read at the Grade 5 level).*

* * *

> *My attitude has changed. I'm looking at words now. I don't shuffle them off to the side. A lot of words in my book here, I've learned. I can read the paper a bit*

better, I can go through it more quickly (Tim, a maintenance worker who could not read sentences at the outset of tutoring).

* * *

I'm reading carpentry manuals now, Psychology Today, some novels. I can read the front page of the newspaper and I'm reading every sign I see. I can write out a rough copy of an essay (Tanya, a student carpentry apprentice who has been tutored for 3 years).

* * *

My pronunciation and my vocabulary, reading and writing are all better now. I practised this (Lena, an ESL learner who could not understand or speak any English a year ago).

* * *

When I first started here I didn't know how to read, write and do math ... I'm into doing Grade 8 math now ... but spelling and reading is difficult for me because I never did it. I am picking it up, I am learning it now (Ginny, an ABE literacy student).

* * *

Before, I couldn't read; now I can (workbooks they get from the instructor). I can write letters and I can do my math (Lisa, an ABE literacy student).

* * *

I can help my little boy - and explain to him how this works; and talk to people who have problems and help them. Now when I get a letter I can understand it good. I can read (Jerry, an ABE literacy student).

* * *

I know what's going on - what people are talking about. I understand now when I have a bill and when they overpay me, I can understand that now. I can just go talk to Social Services (Jean, an ABE literacy student).

* * *

I've accomplished ten times more than I could do before. I can write letters to my kids. I'm reading for pleasure (Lynn, an ABE literacy student).

* * *

Now I have some skills, some marketable skills. I can work as a journalist or in publishing, I can get a job (Joan, a female inmate at Pine Grove Correctional Center).

* * *

I've learned to work cooperatively with other women to achieve something together. Before this I didn't trust anyone (Rita, an inmate at Pine Grove Correctional Center).

* * *

Changes in Feelings and Quality of Life

Learners were asked what the most important changes were in their lives as a result of learning to read.

> ***Just to give me the freedom to know what I'm doing now****. Just to pick up a box, I don't have to open a box now to see what's in it ... Mushroom soup or tomato soup, I can just stack it up on the shelf. I don't have to worry about that now. Or a different brand of orange juice. One time I would have to look in the carton each time to see if the color matched.* ***It's given me a great lift to freedom*** *(Mary, a 35-year-old learner who could not read when she began tutoring 6 months earlier).*

> ***Well I'm not scared to come one on one with a person now****. I feel, what do you call it, more confidence in myself. Before people used to come up and tell me you're going to do this and I'd go ahead and do it. Now I'm not scared to tell them where to get off. I know* ***what I want****, I know what I want for my family and that's what I do now. I don't need people that are going to take me off now .... Yes, well before you try to get everyone to like you so that they can help you in areas. Now that I can read for myself, I can help myself. I can go down to the library and pick up a book if I want to know something. I've still got all my friends - they understand where I'm coming from now (Gary, a 35-year-old maintenance worker).*

> ***Before this started I was down. I didn't want to go anywhere or be with anybody or talk to anybody****. Just talk to the guys at work and go home and stay in that chair and forget about it and stay there and wake up and go to work again.... Before, I didn't speak up for myself. The boss would tell me 'you did that wrong' and I'd just clam up and wouldn't say anything. Now ... I just speak up for myself, I think it* ***is*** *more confidence ... I'm not afraid of going to new places. I could make out the signs now. Before, I'd go to a restaurant and try to read the menu. The waitress would want to know what you want. Well I know what fish and chips is so I'd order that all the time. But you got sick of that. Now you go in there and you read the menu and you can order something else. Now I go down to the mall, I talk to people. I just go up to anybody. If there's two of us standing there watching something, I comment and he returns my comment and we just start talkin. Before this I wouldn't talk to anybody. I'd feel nervous if I talked .... (Jerry, a middle-aged maintenance worker who has been tutored for 4 years).*

> *I could read comics, but not much else. Now I can read the driver's manual ... I would tell them (the people in government) that the (literacy) program is good. They should continue it. Cause even old people want to go back to school. They might get ripped off by signing a paper (they can't read). ... I want to keep doing tutoring until I'm done (Donald, a Dene youth in a young offenders' facility).*

> ***I'm satisfied that I'm doing something that's of value to me and to somebody else.*** *Before I didn't want to get up (in the morning), but now, I get up each day and I feel it's going to be a good day ... Physically handicapped, mentally handicapped, or socially handicapped ...* ***like I know my situation.*** *I'm slower than the third coming of Christ ... but once I got through the first barrier of coming here, and doing my thing, and having it pumped into my head by myself that you* ***can*** *take your time, you don't have to rush yourself, this is great ... I'm* ***not*** *comfortable with them (my limitations), but I have them and for handicapped people ... it's important that they have an opportunity. Two years from now my goal is to go into computers ... I'm going to go for it, no matter what. It's to challenge me, and I like challenges .... They decided to take a chance on me - and they're winning! (Fred, an ABE adult learner with cerebral palsy)*

These are but a few illustrations of the learning outcomes described by learners themselves. Tutors and instructors also described many changes they observed in their learners. Without exception, for example, instructors and tutors working in correctional centers observed their learners had better posture, would look someone in the eye, would nod a greeting and "become more courteous, sociable, polite." Coordinators frequently commented on the visible changes they would see in their learners' willingness to engage in conversation and most of all, to smile.

Consistently reported outcomes by learners themselves were the changes in relationships with others which they perceived to have occurred, since they began feeling better about themselves. As Eberle and Robinson (1980) point out:

> *Literacy seems to be less a destination than a process. It is a way of seeing and thinking supported by skills and affected by the learning and social experiences and the self-esteem of the one seeking to attain it. (p. 14)*

From the learners' viewpoints in this study, there is a great deal of evidence to suggest that the most positive outcomes of literacy tutoring are changes in the individuals' ways of viewing themselves and the environment in which they live on a day-to-day basis. This is **not** an intangible. It is something that we can document and it is what learners document when they speak and write about their learning. The behavioral changes that we see in actual reading and writing skills **are** important - but their importance lies in the value that learners place on the changes that occur as a result of skill acquisition. The notion of **finding voice** which has come to us from the research of Gilligen (cited in Belenky, Klenchy, Goldberger, and Tarule 1986, pp. 7-8, 11, 35-48), and others (Belenky et al., 1986), is truly relevant here. Many of these learners have been silenced in the past. In learning to read and write they "find voice." In finding voice they feel what Mary so eloquently described as "a great lift to freedom."

Summary of Literacy Learners' Needs

The most frequently cited learner needs by learners themselves, instructors, program administrators, and tutors were:

- Opportunities for self-directed and assisted learning with print and computer resources, and for follow-up assistance.

- Small support groups, discussion groups and group opportunities for learning through different modes, such as drama, music, art, and film. It appears that for many learners, readiness for shared or group learning actually occurs very early on in the tutoring relationship - within 3 to 6 months. This seems to occur when the learner's disbelief that he/she can learn has changed to belief, and to a greater sense of autonomy and control. There is a readiness to shift from the dependent to a more independent mode of learning, or at least to engage in interaction with others besides the tutor.

- Support, resources, and provision of assistance from librarians and libraries throughout the province.

- Entry criteria for programs which are fair to adult learners, and methods for evaluating knowledge which provide alternatives to CTBS tests and other formalized testing procedures. Many adult educators agree that these tests are inappropriate for adults and, in many instances, culturally biased. Current testing procedures used for entry to training programs are barriers for learners.

- Academic counselling and referral services, work placement assistance, and follow-up.

- Opportunities for those with disabilities to mix with others and to participate in varied learning activities. This is especially true for learners with disabilities and requires facilities which are accessible to them.

- A neutral space in which all kinds of adult learning activities take place, and in which literacy learners are not singled out. There is a need for a place of learning where both individual tutoring and group activities are held, where learners can freely move from one learning context to another, and where they do not feel stigmatized. We found that availability of the program in the learner's home community does not necessarily mean learners will take advantage of that program and gain access to it. Several learners known to the investigator travelled for up to an hour as often as twice weekly where they could be anonymously tutored in the city. It is not known whether this was due to fear of being identified as illiterate, or whether the individual simply was not aware of opportunities which may have been available in his/her community. The former reason appears to be more likely, however, from other disclosures made by these learners. On the other hand, there was some evidence from a few tutors and learners, of extreme hesitation to use the Regina Public Library Learning Center and the Saskatoon Public Library, for example, because of embarrassment of being seen there and labelled as illiterate. One learner was convinced that people were making fun of her when she met her tutor at the library.

- Literacy classes which focus on building of self-esteem, social skills, and helping learners believe they can be successful. Learners need to be able to talk about their learning and achievements. Access to literacy classes, as such, are very limited at this time.

- Much greater levels of financial assistance and sponsorship, transportation assistance, clothing allowances, and child-care provision.

- More provision for transition from one program to another, for example, from basic literacy learning to functional level classes to skill training or other types of programs.

- Need for information about continued learning opportunities. Some of the learners in this study seemed to have a vague sense that the regional college or SIAST offers trades training, but indicated their intent to continue with the tutor as long as possible. This suggests that tutors have a significant role to play in confidence-building skills and in providing information about programs. Tutors need to be aware of the range of adult learning opportunities that do exist and of the financial assistance which may be available to learners.

- The points at which learners' needs are **not** being met at the present time are primarily these: (1) awareness of, and access to, continued learning opportunities. Many learners are simply unaware of the options which they may have; on the other hand, there seem to be very limited options for some of these learners, particularly those who cannot be sponsored by current provincially or federally funded programs; (2) transition to the class or group setting. For some learners the prospect of going from a one-to-one situation with a tutor to a large class is very intimidating. In fact, what would likely work best for many of these learners is small group-learning situations in which learning can be both individualized, but also a group experience; (3) going from the low structure of the tutor-learning situation to higher structure learning environments. Learners seem to need to develop some "transiting skills" from one situation to another; (4) when the tutor no longer is able to challenge the learner, or the learner decides he/she needs something more.

We now turn to the tutors who have helped the learners find their voices.

PART TWO: THE TUTORS

Who are the Tutors in Literacy Programs?

Tutors Across the Province

People who volunteer as literacy tutors are also diverse and bring many life experiences, knowledge, and talents to the tutoring situation. Tutors join the programs for two predominant reasons. One is that of making a useful contribution to society as a whole, or to a few individuals within society. The other is sharing a love of reading. Many tutors also have particular reasons for wanting to tutor which are related to their own life experiences, problems to solve, or personal goals.

Across the province, tutors range in age from their teens, who are doing peer tutoring, to those in their 70s. Many have had experience in other volunteer work and choose tutoring because of the satisfactions from one-to-one contact, and the flexibility they have in fitting this type of volunteer work into their lives.

Tutors include retirees, homemakers, former teachers, nurses, technicians, businessmen and businesswomen, sales clerks, engineers, lawyers, pharmacists, farmers, various other occupational groups, and self-described "ordinary citizens." Across the province, the gender distribution of tutors is about two thirds female to one third male; however, this does vary from region to region and from season to season. There are several instances of husband and wife tutoring teams working with one or more learners, particularly ESL learners.

Literacy Tutors in the Study

Demographic data were collected on 66 tutors who were interviewed in the study. Other tutors were observed and heard in tutor follow-up sessions held by program coordinators.

. Tutors interviewed ranged in ages from the early 20s to over 70, with clustering in the 30 to 49 year and 60 to 69 year age categories. A majority had postsecondary education at the university or vocational training level. Many were retired teachers. The total group was almost evenly split between employed and unemployed. Program information from coordinators indicates that the group of tutors was quite representative of tutors in the province generally.

. Tutors learned about the literacy programs primarily through print materials (newspapers and poster) as well as through radio and television advertising. The stimulation to actually register for tutor training, particularly in the rural areas, seemed to be personal contacts with someone from the program or librarians. The actual enlistment in the programs was more a function of multi-dimensional stimuli, than any one single stimulus. All volunteer programs provide for: (1) tutor registration, (2) tutor-training and inservice, (3) tutor follow-up and guidance.

How do the Programs Work With Tutors?

All **volunteer tutor literacy** programs require some kind of commitment on the part of the tutors. This ranges from a time commitment of 6 months to a full year and includes various factors such as attendance at basic training sessions, participation in inservice sessions, and a sense of responsibility towards the learners. Some examples of tutor commitments are contained in Appendix X.

Most programs describe the desirable characteristics of tutors. These include patience, a sense of humor, and various other desirable traits which are cited in Appendix X. Some programs emphasize the slogan "all you need is a degree in caring." Other programs tend to avoid this slogan. In actual fact, there is a high level of concern among coordinators about tutor competencies. Indeed, findings suggest that there are certain tutor competencies which should be looked for in tutors - among them flexibility, sensitivity, and good communication skills.

As indicated previously, most coordinators try to interview tutors and to complete a registration form for them, before assigning them to a learner. Examples of tutor registration forms are contained in Appendix X. With the increase in the enrollments in programs, coordinators have found that personal contact of this nature is very limited. Some tutors are not interviewed or met until they attend a tutor-training session and some tutors have been assigned to learners without any training, whatsoever. When tutors were asked about this, they unanimously agreed that all tutors should have some training before assignment to a learner.

As described previously, tutor training is conducted by all volunteer programs. Basic training varies from 6 to 16 hours in duration, followed by inservice sessions. In one program, all training is called inservice.

Most tutors, when asked about their training, commented that it had been helpful, but that they could not remember much. The majority of these tutors felt there was too much to learn too quickly. This was reflected in comments such as "they throw so much at you, you just can't get it all," and "it was too much all at once," and "I needed the information once I got working with ... (the learner)."

The investigator's observations of tutor-training sessions and a review of material given to tutors, concurs with these tutors' viewpoints. Tutors receive as many as 60 separate pieces of information in basic training session in oral and written form and in videotaped material. The time for assimilating the material is limited and indeed, tutors feel very pushed for time. Thus, principles of adult learning and tutors' retention of material are both compromised in current tutor-training program practice.

The appropriateness and quality of information provided to tutors is generally comprehensive and detailed in the tutor-training materials which were reviewed. However, in the researcher's view, Canadian materials such as the *Journeyworkers Series* from Access Alberta are more flexible and appropriate to the Canadian context than are the LVA materials. That LVA materials are so heavily relied upon may be one weakness in current tutor training programs.

In actual training sessions, the diversity of learning approaches could be enhanced. The conscientious and friendly manner in which tutor training is given is commendable and many tutors commented favorably on this. The most frequent comment made by tutors about their training and first experiences with learners was that "you have to treat them as adults" - or, as one tutor put it, "adults make their own goals ... you need to know that before you can handle an adult learner."

All coordinators provide for some type of guidance and follow-up, and attempt to keep in touch with tutors on a regular basis. Some programs request tutors to provide regular written reports. Examples of tutor follow-up reporting forms are contained in Appendix Y. As indicated previously in this report, tutor follow-up is one consistently reported area of weakness in volunteer programs at this time.

What are the Crucial Aspects of Relationships With Learners?

From the learners' point of view, tutors need to be patient, accepting, willing to treat learners as equals, resourceful, spontaneous, and able to sense what the learners need at given points in the tutoring process.

From tutors' perspectives, the learners' responsiveness to the tutors' attempts to help seem crucial in keeping up the interest levels of the tutors. It is this aspect of the relationship which gives the tutor the greatest satisfaction and motivation to continue working with learners.

Among the tutors interviewed, several felt a very real sense of disappointment, puzzlement, and unwillingness to continue with learners who did not seem to be making progress. Some tutors felt considerable frustration at not knowing how to best proceed with learners who had mental disabilities, who could not seem to remember, or who were unwilling to do work on their own. On the other hand, there were tutors who showed amazing persistence in working with learners whose progress was slow.

Many tutors went to extraordinary lengths to assist their learners. One tutor purchased a *Speak and Spell* learning aid for a learner with mental disabilities. One tutor who worked with a women's sewing group in a Northern community, routinely picked up her learners twice a week and brought them to her mobile home which became their classroom for their sessions. Some tutors drove as many as 45 miles twice a week in order to tutor their learners. In at least one instance the learner drove the same distance! Several tutors travelled from the country into urban centers in their search for materials for learners. Many tutors went to great lengths to prepare teaching/learning materials. A few tutors were much more limited in the range of materials which they presented to learners and in the extent to which they were able to give time to this activity.

Many tutors seem to have needs of their own - perhaps the need for "connectedness" and for contributing to society in a tangible way - which they could meet within the context of the tutoring relationship. Repeatedly, tutors talked about how good they felt at seeing learners make progress, their sense of loss when the relationship ended and how much they learned from the relationship. Many felt they gained a better understanding of the life circumstances of people with whom they have had no previous contact. They felt more compassion and admiration for those who are struggling to learn, and very real concern with how learners have suffered.

Several tutors indicated that they regard this as the most desirable volunteer work they do, often over other opportunities available to them, or as an alternative to other volunteer work they have engaged in previously. They chose it for the flexibility, for the commitment to one individual, and for the outcomes they can witness in the learners.

> *When I decided to do this I said to my husband I think Jerry is a bit mentally handicapped. And my husband said 'Oh gee, I don't know ... is he going to be around all the time? We might have a problem there, because neither one of us had ever had anything to do with mentally handicapped people before ...'*
>
> *So I said I'd try it, and it was my husband who was really leery about it. So after Jerry was there about two times, my husband would sit and wait and talk to him. He's just such a nice person, you forget about their handicap, where they are. He's just Jerry and a* **very** *likeable person and you learn a lesson. Now my husband is in the Lions and we put on bingos and there's handicapped people there too. And you just feel a kinship with them ... You feel a little more tolerance and able to accept these people.*

Another tutor described her experience with an ESL learner this way:

> *I've learned to be more open-minded. It's good for me to be working with foreign students, people from other cultures. It been excellent for me. It's been very rewarding ... because (the learner) has been a pleasure and I've learned about the program. So after having this student I'd be interested to do more tutoring. It wouldn't have to be an ESL student, it could be in basic English too. It's the commitment I like. We're not the only ones influenced. It's our families too. We're global citizens ... I feel very good about having (my learner) coming to our house, meeting our three children. It's good for them to know someone from another culture.*

Another tutor who had established a particularly satisfying relationship with the learner who experienced the "lift to freedom," gave this answer when she was asked what the single most important thing you need to know in order to tutor effectively:

> *You have to have an understanding of the person. The person is so much more important than the task.*

This tutor's most important learning was: "rewards are so great from doing this that you can't measure them ...(my learner) has filled a void in my life."

Problems and Barriers and Tutors' Learning Needs

The most consistently expressed problem among tutors was that of being able to find adequate resources. In some cases it was not the location of the resources that seemed to be so much the problem, but how to choose them and how to use them effectively.

The majority of tutors appear to need much more in the way of continued learning opportunities and support. This was very evident in tutor-focus group interviews. For many tutors the research project interviews were their first opportunities to meet together. Without exception, the tutors commented on how helpful it had been to share their experiences with one another. They discovered how much they actually had been learning, how great their needs were for communication about their problems. They had helpful suggestions for one another and agreed this was what they needed on an ongoing basis.

The most dominant themes emerging from interviews with the tutors:

- "Not knowing" where to start with tutoring, how to proceed, how to know if they were "doing the right thing," and what to do when the techniques being used did not seem to be working.

- The need for ongoing guidance and training, especially with respect to learning problems in adult learners and the appropriate use of learning resources.

- The need to be in more frequent contact with other tutors, the program coordinators, experts in the fields of adult learning, literacy learning, ESL learning, learning disabilities, and evaluating learning.

- The need for more knowledge and continuous availability of resources for learning.

- The need for more knowledge of alternative teaching-learning methods and strategies.

- The need for knowledge of what kind of help is helpful to learners, when and how to refer learners to other resources (such as personal counselling), and how to go about it.

- The need for knowledge of learner behaviors that reflect learning, problems with learning, and significant learning achievement.

- The need for training programs in which they help to define the direction and purpose of ongoing training and volunteer development.

SUMMARY OF FINDINGS ABOUT LEARNERS, TUTORS, AND LEARNING

The findings from interviews with learners, tutors, instructors, and administrators, indicate that there are indeed hundreds of adults in Saskatchewan who have needs for literacy learning opportunities; and that there are hundreds of willing volunteers in the province prepared to assist them.

Findings show that once learners become convinced they can learn, they actually do learn a great deal with patient understanding and concrete assistance.

Many adults in need of literacy learning have experienced numerous difficulties in overcoming daily life problems of limited financial resources, lack of childcare, physical disabilities, inadequate problem-solving skills, isolation from others and uncertainty about the future. These daily life problems must be recognized as realities which severely limit many individuals who are motivated, but are unable to summon the resources to overcome them.

The individualized attention which can be given to learners by volunteers can have profound transforming effects on these individuals. When this is multiplied many times over, there are also multiple benefits to communities and to society as a whole.

Findings in the study suggest that before we can begin to talk about training and employment, we need to begin to talk about both factors which truly promote access for learners. Crucial factors appear to be those of stimulating the individual's belief in being able to learn, enhancing his or her sense of self-esteem and reversing the individual's assumptions that he or she is helpless in the system. Volunteer tutors seem to be highly instrumental for many individuals in bringing about these changes. In the process they experience significant changes in their own lives, and they too, need to be helped to recognize their own learning.

The greatest limitations of volunteer tutoring programs are those cited by the tutors themselves in phrases such as: "I don't have enough time," "I have other things in my life to do, too," "I don't know where to start," "I can't tell exactly what the problem is," "I really felt discouraged." In addition, tutors move on to other interests, to full-time employment, to other places and to other commitments. In some situations, both tutors and learners actually suffer in this process.

We must then ask, "Is this the most equitable way to provide for the continued learning for those who are already disadvantaged?" We can gain other perspectives on this question in Chapter 7, by reviewing the benefits and barriers to volunteer tutor programs at this point in time.

CHAPTER SIX: FINDINGS - THE PROVINCIAL LITERACY COMMUNICATION PLAN

> *I used to watch TV, I'd been one that was glued 24 hours to the set, but for 4 months I have not **touched** a TV set.*
>
> *That is what made me decide I could be helped. All last year I had seen each one saying how much it helped them and for them to go on TV and admit they couldn't do it at first, I knew I could.*

OBJECTIVES OF THE LITERACY MEDIA STRATEGY

A major part of the overall provincial Literacy Campaign was the initiation of a participaction-style media strategy to develop public awareness, endorsement and volunteers for literacy. Television and radio advertising, print media, and establishment of a toll free number for enquiries were the components at the broad provincial level. At regional and local levels responsibility was given to educational institutions and agencies for promotion and volunteer recruitment. These responsibilities were assumed by the literacy coordinators in all of the programs and a workshop was held to assist them in planning promotional activities. The objectives of the media strategy were as follows:

TV and Radio

1. To have the majority of our target group (20 - 39 year olds) exposed to the Campaign and thereby encourage our target group to become involved in the one-on-one literacy program **or** the PALS program as learners.

2. To create advertisements that would have appeal for certain segments of our target group, in particular, Natives and housebound women with children.

3. To raise general awareness of the literacy issue.

Print

1. To encourage literate adults to become involved as tutors in the literacy program.

2. To raise general awareness of the literacy issue.

OUTCOMES OF PROGRAM PROMOTION AND AWARENESS ACTIVITIES AT THE REGIONAL LEVEL

Brochures, Posters, and Other Methods

Promotion and recruitment activities were undertaken by all programs, many with very creative methods which include posters, brochures, newsletters, media advertisements (newspapers, radio, and TV), visits to community groups, shopping mall displays and visits to high schools, service organizations, social agencies, government departments, sheltered workshops for adults with handicaps, and others.

Coordinators were innovative in their publicity efforts. For example, the coordinator of the SIAST Palliser program was successful in having local restaurants use placemats containing literacy advertising. Literacy posters also plaster the walls in many public places in Moose Jaw. Other coordinators also developed imaginative posters and newsletters. Examples of publicity materials are contained in Appendix Q.

Advertising for the media strategy seems to have been generally well received across the province. Coordinators, administrators, members of organizations, tutors, and learners all reported positive responses to television and newspaper advertising in particular. However, there was also a wide awareness of posters which were displayed by the coordinators in various libraries and other locations frequented by the public.

Tutors learned about the literacy programs primarily through print materials (newspapers and posters), as well as through radio and television advertising. The motivation to actually register for tutor training, particularly in the rural areas, seemed to be personal contact with someone from the program. Actual enlistment in programs appeared to be more a result of exposure to several different methods (for example, television as well as personal contact or referral) than any one single stimulus.

Learners tended to learn about the programs primarily through a combination of personal referrals, and television advertising. Interviews with learners indicate that personal encouragement by a family member or friend was instrumental in the actual enrollment of many learners. However, other learners took advantage of the opportunity to call programs without disclosing this to anyone.

Responses to the Toll Free Number

> *I've received 30 to 40 calls from the "toll free" number ... many people have heard of the Campaign ... there's increased awareness there. It's exciting, people have never been so enthusiastic.*

All calls through the toll free number went to the office of the managing director of the Campaign. Learners were then referred to the coordinators and programs in their areas. Coordinators generally found the toll free number to be successful and effective, although some felt that the number for their own program, rather than the provincial toll free number, should be displayed in advertising for their areas.

Few programs provided statistics on the number of enquiries received during the entire period of the Campaign. One exception to this is the READ Saskatoon program in which case the coordinator kept very detailed records. As in other programs, the frequency of enquiries to literacy programs rose dramatically in the first 2 months after intense advertising. It is interesting to note that in response to advertising in September, 1988, calls to the READ Saskatoon number tripled to 120 over what they had been in August. The number of calls further increased in October of 1988, remained high in November, and dropped to a low of 59 in December. The highest peak came in January of 1989 when the coordinator answered 169 enquiries. This was more than four times as many calls as she received in January of 1988.

Of the number of people who call, how many actually register in the program? Again, the READ Saskatoon statistics are interesting. In January, 1989, out of 169 calls, there were only 9 matches made of tutor-learner pairs. In February of 1989, out of 138 calls 19 or 13.7% were matched. Thus, the coordinator was flooded with calls in January and it took several weeks to train tutors and to match them with learners. It must be noted that this is the coldest period of the year when people often take winter vacations or do not go out because of inclement weather. During the preceding 4 months, that is, September to December, 1988, the coordinator received 349 calls. From these calls she held 63 appointments and made 59 matches. This represents a match rate of 16.9% of calls.

Other programs, particularly the Regina Public Library program, reported very high frequencies of calls as well in response to advertising. It is not clear as to how many people who called the RPL program were responding to RPL's own advertising campaign or to the provincial Campaign. The disparity between the number of enquiries and the number of people who actually come to the program, either as tutors or learners, is an interesting item for speculation. It is not known what proportion of these calls were tutor calls and what proportion were from potential learners. The number of enquiries reflects a high degree of curiosity, but a somewhat more limited degree of "carrying-through." It would be helpful to know whether these patterns exist in other programs. Some way of documenting the number of enquiries versus numbers of registrants in the programs could be beneficial in further addressing these "unknowns."

General Responses to the Media Campaign

While advertising for the Campaign was generally well-received, there were some criticisms of advertisements such as "Learning to Read is as Easy as A,B,C" and other advertisements which do not show the range of learners who are enrolled in literacy programs. Learning to read, in fact, is very hard work and this type of advertising is not well advised because it creates unreal expectations among learners. Several tutors also commented on the need to include in television advertising and pamphlets, representation from various ethnic groups, as well as portrayal of various teaching/learning situations.

Coordinators, tutors, learners, and others all recommended that the media strategy be continued. Learners were particularly emphatic about this, saying that more people needed to know they could receive help.

OUTCOMES OF LITERACY ADVERTISING AT THE PROVINCIAL LEVEL

The remaining section of this chapter provides the results of the media-strategy survey conducted in the city of Regina during September, 1989. As outlined in Chapter Two, the survey attempted to determine public response to radio, television, and newspaper advertisements within the month before the survey. Television advertising depicted two different learners. One was called the "Clowater TV Spot" in which Valerie Clowater, a young woman, was depicted speaking positively about her literacy-learning experiences. The "Daniels TV Spot" depicted a young Native man speaking of his experience. The "PALS TV Spot" showed learners working with the PALS computer program.

The demographics of the sample of people who were surveyed are summarized as below. Note that only 2.9% of these respondents reported Native ancestry.

Demographics of the Sample

Analysis of the demographics section of the survey gave the following profile of the main field sample.

- 40.6% of the respondents were male and 59.4% were female and were between 40 and 59 years of age

- age breakdown indicated that 5.0% of the respondents were under 20 years of age, 50.7% were between 20 and 39 years of age, 19.1% were 60 years of age or older

- 58.0% of the respondents were married or in a common-law relationship, 25.7% were single, 8.5% were separated or divorced, and 7.5% were widowed

- 40.8% of the respondents had children living at home and 59.2% did not; of those 168 respondents with children living at home, 29.8% had one child at home, 44.0% had two children at home, 18.5% had three children at home, and 7.7% had four or more children at home

- only 2.9% of the respondents reported Native ancestry (Status Indian, Non-Status Indian, or Metis) on their father's side, and only 2.9% reported Native ancestry on their mother's side; a total of 14 respondents reported Native ancestry on their father's and/or mother's side

- ethnic/cultural groups represented in the main field sample included British/American 44.7%, French 4.6%, Western European 25.7%, Eastern European 14.6%, any Native 3.4%, and other/unknown 7.0%

- 22.5% of the respondents had attained an educational level of less than Grade 12, 20.1% had completed high school, 15.7% had received technical training, 24.5% had attended university but not completed a degree, and 17.2% had a university degree

- nearly two thirds of the respondents (64.7%) were employed or self-employed, while 21.7% were homemakers or retired, 9.5% were students, 2.5% were temporarily or voluntarily unemployed, and 1.7% were unemployed

- the annual family income of 21.4% of the respondents was less than $20,000; 35.9% had an annual income of between $20,000 and $40,000, 27.5% had an annual family income between $40,000 and $60,000, and 15.1% had an annual family income over $60,000

Summary of Results

In response to a general question on the significance of the literacy problem in Saskatchewan, 28.9% of the 412 respondents felt literacy is more of a problem now than it was 10 years ago, while 20.1% felt that the literacy problem has remained about the same. The remaining 14.3% did not know whether there was any change. Over half of the respondents (55.8%) had heard of the literacy program sponsored by the Government of Saskatchewan.

Of those responding to the question of how they first learned of the literacy program, 44.8% reported seeing a TV ad, 12.6% reported reading about it in a newspaper ad and, 7.8% reported hearing about it in a radio ad. The remaining 34.8% of the respondents learned about the program from friends, relatives, or school, or could not recall how they first heard about the program.

Following, are the highlights of the media awareness survey results on the effectiveness of the Saskatchewan Literacy Campaign.

Exposure to Literacy Advertising at any Time

- Over two thirds (70.6%) of respondents reported that they had seen or heard one or more literacy advertisements (sponsored by the Literacy Council or otherwise) on radio, TV, or in the newspaper, **at some time**.
- Most (55.8%) respondents (or 79.0% of those reporting any exposure) reported that they had seen a literacy ad on TV.
- The second most popular ad medium was print. More than one quarter (28.9%) of respondents (or 40.9% of those reporting any exposure) indicated that they had read a literacy ad in the newspaper.
- One in five (21.4%) respondents (or 30.3% of those reporting any exposure) indicated that they had heard a literacy ad on the radio.

Exposure to Literacy Advertising in the Past Month

- Over two thirds (68.0%) of respondents reported that they had seen or heard one or more literacy ads (sponsored by the Literacy Council or otherwise) on radio, TV, or in the newspaper, at some time **in the past month**.
- TV was still the most popular ad medium, with 52.7% of respondents (or 77.5% of those reporting exposure in the past month) indicating that they had seen a literacy ad on TV.
- Again, print was the second most popular medium with 28.4% of respondents (or 41.8% of those reporting exposure in the past month) indicating that they had read a literacy ad in the newspaper.
- Radio was the third most popular medium, with 19.7 (or 29.0% of those reporting exposure in the past month) indicating that they had heard a literacy ad on the radio.

Recall Details of Literacy Advertising

- Almost one half (49.0%) of those interviewed (or 69.4% of those reporting exposure to literacy ads at some time) could recall details about the ads.
- More than one quarter (27.7%) of respondents (or 56.5% of those who could recall details from any ad) could recall the details of ads sponsored by the Literacy Council.

- As might be expected, the most memorable ad medium was TV. More than one in five (22.8%) respondents (or 82.3% of those who could recall details from any Council ad) could recall the details of a Council ad on TV.

    The Clowater TV spot was the most memorable, with 17.2% of respondents (or 75.4% of those who could recall details from any Council ad on TV) recalling details from this ad.

    The Daniels TV spot was second most memorable, with 10.4% of respondents (or 45.6% of those who could recall details from any Council ad on TV) recalling details from this ad.

    The PALS TV spot was the least memorable. Only 1 person could recall details.

- Approximately one in twenty (4.6%) respondents (or 16.6% of those who could recall details from any Council ad) could recall details from an ad they heard on the radio.

    As was the case with TV, the Clowater spot was also the most memorable of the radio ads, with 4.1% of respondents (or 89.1% of those recalling details from any Council ad on the radio) recalling details from this ad.

    The Daniels radio spot was the second most memorable, with 1.5% of respondents (or 32.6% of those recalling details from any Council ad on the radio) recalling details from this ad.

    None of those interviewed could recall details from the PALS radio spot.

- Like radio, approximately one in twenty (5.3%) respondents (or 19.1% of those who could recall details from any Council ad) could recall details from the newspaper ad.

Potential Learners and Tutors

- 6.6% of those interviewed indicated that they may enroll in a literacy program as learners. Almost all of these people (92.6%) had been exposed to literacy advertising of some sort.

- 31.3% of those interviewed indicated that they may be interested in volunteering as literacy tutors. Again, almost all of these people (93.8%) had been exposed to literacy advertising of some sort.

SUMMARY

The media strategy can be judged to be successful in raising literacy awareness levels of the public in Saskatchewan. Responses to the advertising were generally favorable across the province, indeed, enthusiastic in some areas. Methods which elicited the greatest public responses to the Campaign were television advertising, newspaper advertising, publicity brochures, and personal referrals to the programs. The majority of those interviewed in the qualitative phase of this study were unanimous in their recommendation that the media strategy be continued and even intensified in the rural areas.

CHAPTER SEVEN: BENEFITS, BARRIERS, AND CHALLENGES FOR THE FUTURE - SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

As previous discussions illustrate, there are both benefits and barriers to literacy learning in Saskatchewan at the present time. They will be summarized in this chapter within the personal, community, program, and provincial contexts.

BENEFITS

> *I think the more people that are in it, the more will come. There was a lot of feeling it wasn't really necessary and I think that changed a lot of people's minds. I think it did a lot of good in the community.* (a tutor describing benefits of a new volunteer-tutor program)

The adult literacy programs which were funded by the Literacy Campaign have made remarkable achievements in a very short period of time. Much of this appears to be due to the tremendous personal commitments of coordinators and volunteer tutors, and to "spreading of the word" among learners themselves to others. The commitment of individuals to their own learning seems remarkable in some cases.

Some of the most frequently cited benefits of literacy learning were as follows:

Within Personal Life Contexts of the Learners

- Increased self-esteem and self-confidence. With few exceptions, learners reported feeling better about themselves and others.
- Decreased sense of isolation and loneliness. Learners feel more a part of society which previously they have only viewed from a distance. Some become involved in tutoring work themselves.
- Better relationships with families and others, the ability to be of more help to their children, and to see others in a better light.
- The development and exercise of other skills such as problem solving by reading about things previously not known.
- Achievement of goals and setting of new goals.
- More enjoyment out of life, reading for pleasure, willingness to travel and converse with others.
- Improvement in employment situations and ability to do more because of being able to read and write.

Within the Community Context

- Increased community awareness of literacy issues and problems.

- The general public has learned there is a problem and that help is now available.

- People within communities are learning more compassion, tolerance, and understanding of those who have trouble reading and writing and of new Canadians with language problems.

- More people are becoming involved and interested in literacy activities.

Within the Program Context

- Increased quality of support to tutors and learners, including more resources for tutors and learners.

- Increased quality and extent of tutor training.

- Greater institutional awareness of literacy programs and of the needs to be met; pride in meeting that need; and higher profiles of the institution and programs in the community.

- Continuation of students' learning in both volunteer programs and in other programs.

Within the Provincial Context

Benefits

- Growing awareness of the positive return of funds invested in literacy learning.

- Contribution to the field of literacy through activities and research stimulated by the Campaign.

- Growing numbers of individuals who are more literate than before, more employable, and more self-sufficient.

BARRIERS

> *When we first started ... it looked very grim. We had to somehow coordinate education with corrections and not everyone agreed .... They [corrections workers] had never experienced this before ... they thought it was too much of a luxury, too much of an advantage, maybe. We had the support of management ... we had to work to bring them [the corrections workers] onside. When they saw changes in many of the inmates ... when an inmate changed from being a surly person to being almost pleasant and polite and, of course, feeling his own self-esteem - they saw the change too, it was easier for them too.* (a corrections instructor describing barriers in initiating a new program for inmates)

Within Personal Life Contexts of the Learners

- **Previous life context** contributed the most frequently cited barriers. These included cultural differences, negative schooling experiences, language problems due to hearing or speech difficulties, being shunted to slow learner classes, frequent moves with no continuity in school life, and early school "dropping out." Alcoholism, abuse, high-conflict family life, premature death of parents, and unpleasant foster child experiences were also cited by a **majority** of literacy learners as perceived causes of being unable to read.

- Intergenerational effects of nonreading parents who did not or could not assist their children with reading.

- **Present life contexts** also seem to contribute barriers. Those most frequently cited by learners, coordinators, and instructors included:

- negative attitudes of family members or significant others toward literacy learning.

- Rural isolation.

- Poverty - inadequate food, clothing, inadequate transportation, and inability to work around related family problems.

- Incarceration, problems of mental illness and treatment, and addiction problems among learners or their family members.

- Presence of a disability in hearing, speaking, information processing, eye/hand coordination, and learning; or of other health problems and disabilities.

- Attitudinal barriers and belief systems - belief of being unable to learn or to read, or that one is not worthy of someone's assistance; fear of failure; feelings of defeat and hopelessness or powerlessness.

- Poorly developed learning skills.

- Lack of awareness or comprehension of learning problems, or conversely distorted self-perceptions, such as believing oneself to be retarded or "dummy."

- Fear, anxiety, self-doubt generated through past experience and present limitations.

Within the Community Context

- Resistance of individuals in rural areas to entering a literacy program. Many people still do not want to admit they have a problem. They may want help, but they do not want to be seen in a literacy program. Coordinators receive calls from learners who want to go out of their area and do not want it known they are getting help.

- Unawareness by social agency personnel of how literacy problems dovetail into their own work. It may be that people **are** the way they are because they cannot read and write, and agency people may not really recognize this. They may require more awareness of literacy needs.

- Lack of genuine recognition of the need or unwillingness to mount literacy programs if there is not any additional funding available to the regional colleges or to community groups.

- Insufficient results of efforts at tutor recruitment in certain areas and prolonged waiting times for tutors.

- Limited access to learning facilities and locations which do not feel safe, especially at night, are barriers to women learners, particularly.

- Limited funding to community-based literacy programs. There is a need to consider support of community-based activities which include popular education methods and which foster empowerment of individuals and groups. Such activities may be helpful in creating environments where people who need help, feel more motivated and willing to participate in planning programs.

- Limited recognition by, or involvement of, professional organizations in literacy issues, or in needs of potential members, particularly new Canadians. Immigrants who are professionally qualified in their own countries as accountants, lawyers, nurses, physicians, technicians, teachers, and engineers receive precious little help, if any, in acquiring English-language skills which will enable them to obtain certification here. There is a need for advocacy with such organizations and for tapping the potential pools of tutors who may belong to these organizations.

- Tendency of some organizations to use learners to serve organizational goals rather than enabling learners to meet their own goals. For example, organizations may become preoccupied with demonstrating quantity of learner enrollments over the quality of learning resources they provide to learners.

Barriers at the Program Level

- Linking of reading levels with grade levels and placing undue emphasis on grade level achievement as a measuring device or assessment tool.

- Expectations of the public in excess of program capacities to deliver literacy learning opportunities.

- Increased attrition rates possibly due to inadequate follow-up of learners to determine why they are learning.

- Programs have a precarious existence due to uncertainty of funding.

- Appropriate resources for learning are still inadequate.

- Learning is dependent on the availability and good will of volunteers.

- Access to continued learning is limited for learners who are unable to pass the CTBS tests for entry to ABE; who are not SSDP- or NSIM-sponsored; and who want to pursue literacy learning on a full-time or a part-time basis.

- The range of needs of the population to be served cannot be met to a satisfactory degree by volunteer programs alone.

- Inadequate supply of teaching personnel who are trained in adult education, literacy, program development, and evaluation.

- Multiple demands on staff time so that learners do not receive adequate follow-up.

- In federal maximum-security institutions in Saskatchewan, the initiation of an annual "quota system" for literacy learners is perceived as problematic and as a barrier for instructors and learners. "Pushing" increasing numbers of inmates through to higher levels of literacy within shorter time periods and with the same or fewer resources, puts additional pressure on instructors. It is perceived by them as a barrier to the use of effective and creative teaching and learning processes with inmates who have already had many negative experiences in the educational system. This factor, combined with limited resources available for teaching and learning, is counterproductive to achieving both federal and provincial literacy objectives.

Barriers At the Provincial Level

- Absence of provincial declaration that literacy is a right of all citizens, of all ages and cultural backgrounds.

- Limited government commitment to provision of adult literacy education, especially at the Grade 1 to 4 level.

- Dependence on the "charity model" to meet literacy needs of Saskatchewan adults who cannot read and write adequately to meet their needs.

- Lack of a comprehensive, coordinated, and integrated policies and approaches to adult literacy education in the province.

- Absence of provincial policies which facilitate literacy education by community organizations or employers.

- Limited access of ABE literacy programs to those at basic literacy levels and grouping of learners over too great a span of educational levels.

- Limited funding provision for literacy. Although SIAST and regional colleges have mandates for literacy, these institutions presently have limited provision for this outside of literacy campaign funding.

- Inclement weather, geography, rural isolation, and rural activities' cycles can interfere with program planning and implementation, provision of resources, and attendance.

- Systemic racism, prejudice, and discrimination which are perceived and experienced by aboriginal people and new Canadians as limiting their access to education.

- Poverty, low income levels, debt, farm foreclosures, and unemployment and their related stressors, which interfere with learning or with taking advantage of learning opportunities.

- Insufficient financial assistance for low-income families, or those living below the poverty line, to enable them to enter programs and provide for themselves at the same time.

- Existing student loans policies which exclude basic literacy-level learning.
- Insufficient support systems for learners such as child care, transportation, and provision of distance learning and other materials at basic literacy levels.

CHALLENGES FOR THE FUTURE

> *And, of course, one of the things we learn, we relearn it every morning just before breakfast, is that the image of the colleges or people like us in ... Northern communities is kind of on an up-and-down basis depending on political things and cultural things, and mostly local socioeconomic things [that] have a real impact on a daily basis .... If the cheques are late or whatever, interest wanes, even in basic literacy.* (a college administrator's view of what has been learned about programming challenges in the North)

In Saskatchewan, as elsewhere, there are differing definitions of literacy among individuals, groups, and programs. Learners tended to view their literacy achievements within their own personal life contexts, perceiving greater freedoms than they had previously experienced in their lives. The majority of other interviewees tended to perceive literacy in broad, rather than narrow terms - lending support to theoretical assertions that contextual definitions should form the basis of literacy endeavors. The investigator bases the following interpretation of literacy on both theoretical concepts and the outcomes of this study.

Literacy in its broadest sense enables the individual to be a fully functioning member of society. At the very core is communication with others - the ability to listen and understand; the ability to speak and be understood; the ability to convey one's inner thoughts, feelings, and knowledge in ways that other people can comprehend; and the ability to comprehend the thoughts, feelings, and expressions of others through the spoken and written word.

Literacy involves interaction with others and acknowledgement, recognition, and respect by those others with whom one is interacting. Literacy means contributing to, and benefiting from, involvement in society as a whole and in its many spheres - family, work, recreation, the arts, community activities, travel, and life-long learning.

Literacy should be viewed as a right of every citizen on earth - not a privilege, not a gift - but a right.

Literacy is interconnected with many other elements of life. The well being of individuals, families, and communities is, in part, a function of this interconnectedness. Such life elements include the legacies of previous generations and the strength of family structures; levels of income and educational attainment and achievement; employability and employment; self-esteem and creativity; quality and length of life; and physical, spiritual, and mental health. Literacy cannot be separated out from these elements. Policy formation for adult learning and adult literacy education must recognize this interconnectedness and encompass, rather than fragment, services. Policies must recognize income and adult literacy education as basic rights and begin to take account of educational opportunities which are needed by present and future generations.

As for the factors which have contributed to low-literacy levels in a substantial percentage of the Saskatchewan population, there are many. We have learned that Saskatchewan is somewhat unique in the ways in which combined historical, geographical, demographic, and socioeconomic conditions have not only shaped the provincial context for literacy learning, but have also contributed to the personal life contexts of many learners. It is the personal experience stories of the adult students which provide the most graphic and poignant illustrations of significant contextual factors.

The findings of this study show that individuals who are not literate may get along very well, but have a difficult time **fully** participating in society and in exercising other human rights. While people can function in our society with low-literacy levels, most constantly use "a bag of tricks and bluff." At the bottom of the bag lie life-time accumulations of self-doubt, low self-esteem, uncertainty about the future, and fear of being "found out."

We come then, to the question of which individuals or groups, if any, should take priority in the provision of adult literacy learning opportunities for Saskatchewan citizens. There are several perspectives from which this question can be asked and answered.

From the human rights and philosophical perspectives, all adults who require basic literacy skills ought to have the opportunity to do so, regardless of age, gender, or ethnic background. This is the assumption inherent in Article 26 of the Declaration of Human Rights of the United Nations, 1976; in the Declaration of Persepolis, 1975; and in the Cedar Glen Declaration of 1987.

If we consider the future impact of intergenerational effects of illiteracy, it would appear that individuals of early- and middle-parenting age who have low-educational attainment should be a group of priority concern. In Saskatchewan that includes both males and females from ages 15 to at least 45. The number of low-income, single mothers is very high in the province and, as such, is a priority concern.

If "employability" and socioeconomic productivity factors are considered most important, men and women between 20 to 44 years of age are a high-priority group, while a second priority would be those between 45 and 64 years of age. There is reinforcement for this notion in the light of present socioeconomic conditions, depressed commodity markets, rural depopulation, comparatively high unemployment levels, farm foreclosures, increasing dependence on social services, and poverty. Alternative education and employment cannot be readily accessed in the absence of reading and writing skills.

If we take the future into account and consider the skills and abilities which will be required in the face of increasing technological communication and service industries, those who are now between the ages of 15 and 30 would presumably take priority as a group most in need of the skills.

If we consider the consequences of a continuing high rate of early school leavers from the primary and secondary educational system, measures to ensure school retention and youth literacy will be desperately needed within the next decade, and thus this group could be considered a top priority.

If we consider the needs of those with disabilities and members of minority groups who could both contribute to and benefit much more from participation in Saskatchewan society, if only they were able to read, fluently communicate and use numeracy skills, in English and/or French, then these groups require priority consideration.

If statistics and the findings of research related to people of aboriginal origin are taken seriously, then extraordinary measures to raise literacy levels, including funding and support to aboriginal communities, organizations, and institutions is required for virtually all age groups.

Then there are the "lost learners," people who are forced to withdraw from existing postsecondary education programs and are not heard from again. The causes seem to be related to several factors: lack of basic skills, including literacy skills; program structure and delivery methods which do not meet their learning needs; few means of financial support; and many related personal problems. It is these adults, along with those who do not know how to gain access to the "system" in the first place, whom the system is not adequately serving. It is these learners who are turning up in the volunteer tutor programs wanting more. From the perspective of the findings in this study, these people are surely a priority.

If we take into account existing jurisdictional boundaries, particularly those created through federal/provincial funding agreements and the requirements of various funding agencies, the priority learners will continue to be defined by those jurisdictions and will continue to be limited by mechanisms such as CTBS testing, criteria for welfare recipients, and other such restrictions. Existing processes will ensure that only certain learners will continue to be served.

Finally, if we consider the needs, aspirations, previous experiences, and goals of adult literacy learners who are enrolled in literacy programs and if we truly listen to, and actually hear their voices, yet another set of priorities asserts itself. And what is it that we learn from these voices?

What we learn is that in a true community of learners, the distinction between *literacy* and *adult education* becomes blurred. The distinction between "target groups" of learners is no longer relevant. The need for literacy learning cuts across all age groups, cultural groups, most socioeconomic circumstances, and other frames of reference which slot people into boxes. What becomes most evident in the voices of the learners is the need for many ways of learning.

We learn that there is a need for a comprehensive, coordinated, fully accessible adult-learning system which provides admission counselling and diagnostic assessment services and a full range of learning options, structures, and components. Also evident is the need for qualified adult educators and literacy educators as well as volunteer tutors, counsellors, and technicians who can provide instruction, assistance, and assessment of learning problems.

We learn that individualized tutoring, freely given and centered on the learner, can open doors to learning which have previously been closed. We learn that there is a need for continuing access to learning in areas where learners live and work and for referral to other centers where they may relocate, in order to keep doors from being shut again.

We learn that there is a need for work/study programs and agreements with employers which enable those who are already employed to become more literate and more employable on a continuing basis.

We learn that adult learners, once they realize they **can** learn, have a need for sharing their experiences and learning with others like themselves, that there is a need for both volunteer-tutoring, group learning experiences, and frequent interaction with other learners who are at other phases in their education. We also learn that institutional settings have negative connotations for some learners, until they have many successful experiences at learning in other settings.

We learn that through drama, the arts, friendship centers, reading groups, cultural groups, and other informal activities there can also be a lot of literacy learning. We also learn that literacy learners need to know about their rights as learners. The right to learn the literacy skills they lack, the right to participate in making decisions, the right to direct their learning, the right to seek help from other sources beyond those provided by tutors and coordinators, the right to ask for a different tutor, and the right to be referred to other learning opportunities.

Finally, we learn that literacy programs alone cannot ameliorate the circumstances in which the majority of adult literacy learners have failed to become literate. Nor will a "top-down" imposition of policies and programs at the bureaucratic level solve the problems. Rather, there is a need for integrated social and educational policies and long-term funding agreements which promote the involvement and participation of communities and learners themselves, in determining how they will move toward a more literate Saskatchewan society.

SUMMARY AND CONCLUSIONS

> *How does the literacy issue fit into ABE and where is ABE going in the province? Where I sit here today, I'm not clear where that relationship is going right now .... Provincially they've made a distinction between ABE and literacy ... but ABE in the most generic sense covers the* ***entire*** *spectrum, it incorporates literacy. But it has been separated in this province, for a reason I'm not exactly clear on, other than people have a mind-set around what each of those individual terms mean .... Currently the way ABE runs, I don't want to see literacy rolled into it ... but that says something about the whole system .... The big issues are in terms of what we're delivering vis à vis the K to 12 system ... the senior matriculation at the high school level. The big issue is how do we fit our graduates into the postsecondary system? How does what we do at the literacy level relate to any structured program activity with long-term career implications, and how do we meet the other whole host of needs that are not employment driven or career driven? Everybody knows what the problems are but we've still got a kind of piecemeal system that's not really addressing the problems. Ultimately what we end up doing, we end up doing it backwards, trying to fit proposals into funding criteria as much as possible, instead of forgetting the funding criteria ... and starting from a base where the needs are.* (college administrator's views of what is needed now)

* * *

> *Some communities are not too happy with literacy for political reasons, so we are looking at a pilot project for small group reading and writing classes that are a bridge between literacy and ABE .... My personal philosophy is to move away from the ABE label .... Whatever we do in literacy ... we should be helping people help themselves.* (a college administrator)

• • •

Saskatchewan has an unacceptable level of illiteracy. Furthermore, despite the many formal declarations that literacy is a right, many Saskatchewan citizens do not perceive literacy as their right. Nor has the province of Saskatchewan declared literacy as a basic right of all its citizens. At this point in time the acquisition of literacy for those adults who are unable to read and write is primarily dependent on charitable donations - charitable donations of the provincial and federal governments and of those people who, in all good faith, are the volunteers. The question we must ask and be prepared to answer, "Is this good enough?" The answer, surely, is that it is not. Literacy learning in this province cannot be left up to charity if our citizens are to be prepared adequately for the future.

In the perceptions of those interviewed in this study, the Literacy Campaign has done much to improve recognition of the need for literacy programming and extension of literacy services to people in the province. At the same time, there is much concern that the Campaign has been a temporary solution and, therefore, not a solution at all to the basic problem.

In the past two decades there have been numerous studies and reports on the status of adult learning in the province. All of these studies have pointed to needs which as yet are not being adequately met by programs which are fragmented, unduly dependent on federal funding agreements, negatively affected by institutional structures, and hampered by inadequate financial commitment of the provincial government to those who lack basic literacy skills.

The province has one decade in which to prepare itself for the year 2000. Surely part of this preparation must involve the eradication of illiteracy, particularly among those age groups upon which the social and economic development of the province will depend in the future, namely those who will be between the ages of 20 and 45 within the next 20 years.

What is needed is nothing less than a provincial commitment of substantial funding for literacy and a restructuring of the Adult Basic Education and adult literacy programming in the province. Very intensive efforts must be directed towards those who are presently disadvantaged within our society by their lack of literacy skills and by the development of employment opportunities which enable them to use and to further enhance their education. Jurisdictional funding problems which now plague the postsecondary educational system, particularly concerning aboriginal people, must be overcome. More education and employment opportunities are needed by individuals with disabilities and by non-English speaking newcomers to the province who genuinely wish to become productive citizens, but at this time have very limited ways of becoming part of mainstream Saskatchewan society.

That the literacy situation is slowly changing in Saskatchewan is a fact which must be acknowledged. For well over a thousand individuals, the joys of reading and the freedom to travel the world as more literate persons are becoming new realities.

More adults than ever before are learning to read and to write, and equally as important, are beginning to see themselves and their futures differently. The challenge now is to determine how all the others who might do so can best be helped, and when, and how, this will be done.

RECOMMENDATIONS

This report makes recommendations about provincial policies for provision of adult literacy education, the Literacy Council and Literacy Campaign, and existing literacy programs.

These recommendations represent the composite views of the researchers, learners, tutors, coordinators, administrators, and others who were interviewed in the study. Many of the findings as well as the recommendations in this report are not new. They support and reiterate many of the views and recommendations put forward in *The Adult Basic Education Review Committee Report* of 1983 (Saskatchewan Continuing Education, 1983), and the document *A New Beginning, A Background Paper on Adult Illiteracy and Undereducation in Saskatchewan* (Saskatchewan Education, 1987a) and the recommendations of the *Northern Education Task Force Report* (Province of Saskatchewan, 1989a). Readers are urged to refer to these reports in conjunction with the recommendations which follow. Where recommendations reiterate the basic intent of recommendations contained in these previous reports, this is so indicated.

Provincial Policy for Provision of Adult Literacy Education

It is recommended that:

1. The Government of Saskatchewan recognize and support the right of every adult citizen and Canadian newcomer to have access to basic education including literacy, according to his/her needs and abilities and declare this right in a policy statement by not later than the year 1990 (Saskatchewan Continuing Education, 1983, No. 1, p. 1).

2. The Government of Saskatchewan indicate a commitment to adults' rights to literacy education by adopting explicit policy and core funding for a comprehensive adult literacy education system which provides a wide variety of opportunities for access to all adult citizens and Canadian newcomers resident in this province (Saskatchewan Continuing Education, 1983, No. 2, p. 1; Saskatchewan Education, 1987a, pp. 29-35).

3. The Government of Saskatchewan continue the Saskatchewan Literacy Campaign for an additional three years, minimum, and ensure continuation of federal and provincial funding for adult literacy in Saskatchewan.

4. The Government of Saskatchewan extend financial sponsorship to literacy learners who do not now meet sponsorship criteria of Saskatchewan Skill Development (SSDP) and Non-Status Indian and Metis (NSIM) Programs, and establish core funding for all adult literacy education.

5. The Government of Saskatchewan establish provincial student financial assistance policies which encompass financial assistance for adult literacy learners who seek to pursue literacy learning on a part-time or full-time basis;

and provide continuation of funding assistance for those who succeed in acquiring functional literacy skills which enable them to continue their education in other adult learning/training programs.

6. The Government of Saskatchewan offer enhanced financial support for literacy/ABE education for inmates in provincial correctional institutions and make provision for correctional literacy program representation in the Literacy Council.

7. The Government of Saskatchewan extend provincial funding for ESL literacy programming to immigrant women who have no access or limited access to literacy-learning opportunities (Saskatchewan Continuing Education, 1983, No. 2, p. 2).

8. Saskatchewan Education take immediate steps to improve program integration among ABE, GED, and literacy tutoring programs. This would include reconceptualizing, restructuring, and renaming of ABE/literacy education into a flexible, comprehensive **adult learning-access program** of which the ABE academic studies curriculum is only a part (Saskatchewan Continuing Education, 1983, No. 2, No. 8, No. 13, pp. 2-3).

9. Saskatchewan Education allocate substantial resources to literacy learning opportunities for aboriginal people and a province-wide developmental planning process for literacy/ABE education be undertaken in conjunction with aboriginal educational institutions, Northland Career College, and aboriginal community organizations such as the Regina Circle Project and Native friendship centers. It is further recommended that the two independent literacy programs - READ Saskatoon and the Regina Public Library - along with SIAST Native Services Division - be consulted in planning for urban aboriginal literacy programs so that communication in provision of literacy services to aboriginal people is assured (Province of Saskatchewan, 1989b, No. 11, No. 15, No. 16, pp. 3-4).

10. Saskatchewan Education engage in consultations and collaborative projects with other provincial departments such as Justice and Social Services, with federal corrections, and with community organizations in developing and promoting literacy learning projects within communities and correctional centers.

11. Saskatchewan Education undertake a project to develop standards and criteria for literacy programming in the province. Standards and criteria would include provision for factors such as acceptable funding levels, levels of administrative support, levels of staffing, program design, evaluation, follow-up, and other requirements for promoting quality literacy programming and ongoing development.

The Literacy Council

12. The Saskatchewan Literacy Council be retained as an advisory body for developmental planning and literacy programming, and for any restructuring of ABE/literacy programs which are undertaken in Saskatchewan.

13. The Literacy Council have more representation from literacy practitioners in volunteer literacy programs.

14. The Saskatchewan Literacy Council, as an advisory body, together with Saskatchewan Education and the Saskatchewan Literacy Network, collaborate in planning and promoting an ongoing literacy campaign.

15. The Saskatchewan Literacy Council, with Saskatchewan Education and the Saskatchewan Literacy Network, collaborate with the Saskatchewan Federation of Labor and the private sector in promoting workplace literacy pilot projects.

16 Literacy council members play active roles within their own communities in visiting local literacy programs, speaking to tutors and learners and community groups, and consulting with literacy coordinators and tutors in their area.

17. The Literacy Council, together with Saskatchewan Education and the Literacy Network, develop a videotape, and information brochure or packages which can be used to inform tutors and learners about the Campaign and the work of the Council.

18. The Saskatchewan Literacy Council clarify the structure and role of the Council, reporting relationships, communication channels and responsibility areas between the Literacy Council, Saskatchewan Education, and the literacy programs.

The Literacy Campaign

19. In 1990 the Saskatchewan Literacy Campaign provide for public recognition of the contributions of learners, volunteer tutors, coordinators, and the Saskatchewan Literacy Council, to improvement of adult literacy in the province.

20. The Literacy Public Awareness/Media campaign be continued, but that there be a shift of focus towards decentralized advertising; that the advertising strategy continue to incorporate real life experiences of literacy learners; and that strategies draw upon the historical reasons for low literacy levels in Saskatchewan as a means of reducing the stigma now attached to being unable to read and write.

21. The volunteer component of literacy programs be sustained and built upon but be incorporated into a restructured adult learning-access system. It is further recommended that the major responsibilities for teaching and learning in this system rest with qualified adult literacy educators but be supplemented by volunteer tutoring under their direction.

22. Restructuring of ABE/literacy program delivery, if undertaken, be done on a pilot-project basis with selected programs which have already developed a strong base within the communities and which have already embarked on integrated program development; for example, Cypress Hills Regional College Program.

23. Consideration be given, in a restructured open-access system, to expansion of community learning centers or the development of centers which offer learning modules, options, and resources from which learners can choose according to

their learning needs and goals; that provision be made for ESL literacy learning which includes aboriginal peoples for whom English is their second language; and that greater provision be made for disabled adult literacy learners (Saskatchewan Education, 1987a, pp. 33-35).

24. A central unit be set up within Saskatchewan Education which is supportive of literacy program development and provides decentralized literacy/ABE consultative services across the province. One way is through mobile tutor-training and literacy resource units which travel around the province on a continuing basis to provide resources and consultative services to literacy program coordinators, tutors, and learners.

25. Provision for childcare and transportation be included in financial assistance to literacy learners and to tutors, particularly in situations where daily tutoring would be possible with such assistance (Saskatchewan Continuing Education , 1983).

26. Decentralized provision of educational counselling and assessment services be offered within the north, central, and southern regions, possibly through rotation of mobile units; and that these include provision for testing and remedial programs for adult learners with learning problems.

27. SIAST and regional college boards and administrators be encouraged to closely examine the literacy needs in the areas served by their institutions, and that they be encouraged to fulfill their mandates for literacy by making literacy a priority item for funding and administrative support.

28. Existing literacy programs continue to receive supplemental and developmental funding as part of an ongoing, developmental plan for the reduction of illiteracy; that criteria for funding allocations be developed to address current inequities; that criteria include consideration of estimated populations of need and existing program capabilities; and that this funding continue until such time as a developmental plan for literacy/ABE programming is completed.

29. Literacy coordinators of existing programs be consulted and involved in decision making about policies and funding provisions which affect their programs.

30. Minimum staffing for existing literacy programs be expanded to include two full-time positions, including a program coordinator/manager, a coordinating assistant or literacy facilitator; and part-time or full-time secretarial staff.

31. In rural areas, staff complement for literacy programming be expanded to include learning center instructors or other staff members whose responsibilities include involvement in literacy programs.

32. Geographic factors and travel time be included in staffing and budgeting for literacy programs.

33. Literacy training and staff development programs based on learning needs and on promoting good literacy and adult education practice, be implemented for literacy program coordinators and facilitators; and further, that budgeting for

literacy programming allow for coordinators' and facilitators' active participation in provincial and regional literacy activities.

Literacy Programs

34. The READ Saskatoon program be strengthened and expanded through government and private sector support and that READ be assisted to establish its own fully accessible facility as a community learning center within downtown Saskatoon; that the Board of Directors of READ Saskatoon be expanded to include private sector representation and that strategic planning for a 5-year period be undertaken in conjunction with representatives of the Saskatoon Literacy Coalition, the Saskatchewan Literacy Network, the City of Saskatoon, and the Francis Morrison Library.

35. The Regina Public Library Program continue to receive funding for enhancement of tutor/learner follow up, and record-keeping systems and learner involvement; that libraries within the province be urged to take more proactive and supportive roles to literacy programs in their areas; and that libraries be encouraged to establish pilot projects for enhancing literacy learning and receive funding for projects which meet established criteria.

36. Some form of recognition for achievement be developed for literacy learners who acquire given skill levels in reading and writing or who have participated in literacy learning for given time periods.

37. Reading-level assessments be undertaken with learners **before** assignment to ABE and training classes, in order to more accurately assess their learning needs and to determine if basic literacy learning opportunities are required before entry to more advanced-level programs.

38. Educational counselling and referral to other continued-learning opportunities and training for employment be readily available to literacy learners in all literacy programs.

39. Community involvement be extended to school boards so that they would take an active role in providing facilities, equipment, and support for literacy activities.

40. Community-awareness activities be expanded to encompass farm organizations, professional organizations, rural women's organizations, the Saskatchewan Writers' Guild, the Saskatchewan Arts Board, and other cultural and community groups which may become involved in promoting literacy awareness and literacy activities in both rural areas and urban centers.

41. More intensive efforts be made to increase learner involvement in all regional college programs.

42. Basic tutor training be not less than 16 hours duration and that it be extended over a 2- to 6-week time period; and that at least 16 hours of additional in-service be provided to tutors annually.

43. Tutor training include a wide variety of resources for tutors and provision of ongoing assistance and follow-up particularly within the first 6 weeks of tutoring and on a regular basis thereafter.

44. Literacy program coordinators be provided with more opportunities to share their tutor-training resources and experiences and that time be allotted for this in budgeting for literacy programs.

45. Tutor training include more explanation of the Literacy Campaign, the provincial context for literacy learning, and the work and membership of the Literacy Council.

46. Tutor-training materials and methods be reassessed on a regular basis to ensure their suitability for changing needs and literacy practice.

47. Group activities for tutors be promoted in all programs.

48. Funding be provided for development of curricula and resource materials for literacy learning. This would include evaluation of resources which are being developed in other parts of the country and development of resources by and for aboriginal literacy learners.

49. Funding be provided for the development of a comprehensive, accurate, and stream-lined recording and reporting system for learner enrollments and tutor registrations. Literacy coordinators should be involved in the development of such a system to ensure that it is appropriate to their needs.

50. Continuing program evaluation be undertaken; and that research be conducted in assessment of learning outcomes, teaching-learning processes, and other aspects of literacy learning.

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APPENDIXES

APPENDIX A

PHASES OF THE EVALUATION AND RELATED TASKS

APPENDIX A

PHASES OF THE EVALUATION AND RELATED TASKS

PHASE ONE: PRELIMINARY DATA COLLECTION AND ANALYSIS
December 2, 1988 to March 31, 1989

In this phase the following activities were undertaken:

1. **Preliminary interviews and consultations** with literacy council members, program directors, the advisory team, and representatives of Saskatchewan Education.
2. **Preliminary site visits to three literacy programs** located in LaRonge, Prince Albert, and Saskatoon.
3. **Attendance at coordinator meetings and group exercises with coordinators.**
4. **Preliminary review of the literature**, of Literacy Council documents, literacy program proposals and evaluations; and review of program details.
5. **Review of statistical data.**
6. **Networking** through contacts with other organizations such as the Movement for Canadian Literacy, the Canadian Congress on Learning Opportunities for Women, and others.
7. **Inductive analysis** of information collected during preliminary interviews; "crystallization" of the evaluation objectives and research questions; and finalization of the research plan.
8. **Construction of questionnaires for coordinators** on the scope of their literacy program activities and ascertaining tutor and learner enrollments in literacy programs.
9. **Expansion of the scope** of the study.
10. **Submission of the research plan** to the Literacy Council and acceptance of the plan.
11. **Formulation of criteria** for selecting programs for site visits and in-depth study. These may be found in Appendix C.
12. **Construction of guidelines for examination of programs** selected for in-depth study.

13. **Construction of interview guidelines** and demographic data collection forms for use in interviews with learners, tutors, coordinators, and administrators.

14. **Pretesting and revision of interview schedules** for use with tutors and learners.

15. **Letters of information** to regional college presidents, administrators, and coordinators.

16. **Development of consent forms,** letters of information, and letters of thanks to tutors and learners and other participants.

PHASE TWO: DATA COLLECTION AND ANALYSIS
April 2, 1989 to July 31, 1989

This phase was extended from the original target completion date due to expansion of the scope of the study, delays in completing Phase One, and the necessity of working in conjunction with coordinators' schedules. The activities which were completed in this phase included:

1. **Site visits** to nine programs.

2. **Preparations for interviews** with tutors, learners, program managers, administrators, and others.

3. **Training of interviewers.** Interviewers were provided with a half-day training session, interview guidelines, demographic-data-collection forms, recording sheets, tapes, and envelopes for returning tapes.

4. **Personal, tape-recorded interviews** with coordinators, tutors, learners, and others previously described as part of the "community of learners."

5. **Beginning analysis of the Phase Two Data.** This involved coding of interview information according to programs and according to other categories developed during the analysis.

6. **Letters of thanks** to all individuals who participated in interviews.

7. **Telephone interviews** with literacy coordinators whose programs were not visited.

8. **Continuing review of the literature** and relevant documents.

9. **Participant-observation experiences** which included participation in:

   - the Regina Public Library Learners' Conference
   - a tutor "follow-up" session in which tutors discussed their tutoring experiences 6 weeks following their training.
   - a literacy coalition meeting in Saskatoon
   - a tutor appreciation event at SIAST Palliser Campus
   - additional coordinator meetings
   - a conference on literacy held in conjunction with the annual national meeting of the Association of Community Colleges in Canada (ACCC)

   Information accumulated during these experiences were also analyzed and used in preparation of the report.

10. **A debriefing session** with interviewers. This session proved most valuable in providing a forum for sharing perceptions about the research process, the outcomes of the interviews, and recommendations for the Literacy Council.

PHASE THREE: DATA ANALYSIS AND INTERPRETATION AND PREPARATION OF THE EVALUATION REPORT

In this phase the following activities were undertaken:

1. **Inductive analysis** and interpretation of interview tapes and notes
2. **Construction of categories** for analysis of interview information
3. **Descriptive statistical analysis** of questionnaire data
4. **Additional consultations** with members of the advisory team, and other resource persons
5. **Preparation of interim and draft reports.**

APPENDIX B

INFORMATION LETTER FOR ADMINISTRATORS

Saskatchewan

Saskatchewan
Education

2220 College Avenue
Regina, Canada
S4P 3V7

APPENDIX B

INFORMATION LETTER FOR ADMINISTRATORS

December 15, 1988

Dear

The Saskatchewan Literacy Campaign has been in operation since September 1987. Mid-way through the campaign the Saskatchewan Literacy Council wants to determine the impact of programs and services on the problem of illiteracy. The Council is undertaking an evaluation project with funds provided by the Federal Government.

The evaluation will review four volunteer-based programs. Programs for the review will be selected from various contexts (rural, urban, recently established, northern). Specifically, the evaluation will consider: the progress of the learners; the contribution of the volunteers; the nature and scope of programs; and the overall organization of the program by the institution or agency. The evaluation will be primarily qualitative in nature.

The study will be conducted by the Saskatchewan Instruction and Development Research Unit (SIDRU) at the University of Regina, under the direction of Dr. Marlene Taylor. Judith Hindle has been appointed principal investigator and research assistance will be provided by Helen Morrison.

. . . 2

Consultations with principals, directors and coordinators will be useful in further determining the scope and methodologies of this study. You will be hearing shortly from Judith Hindle with respect to the project.

I anticipate your kind cooperation and look forward to our collaboration on this important undertaking.

Yours sincerely,

Richard

Richard Bonokoski, Managing Director
Saskatchewan Literacy Campaign

RB/hp
cc: Literacy Council Executive
Dr. Marlene Taylor
Judith Hindle

APPENDIX C

GROUP EXERCISE WITH COORDINATORS

APPENDIX C

GROUP EXERCISE WITH COORDINATORS: PURPOSES, PROCESS, AND OUTCOMES (1989)

PURPOSES

. to stimulate coordinators' thinking about the evaluation and their participation in it

. to enable coordinators to identify what they wanted to learn from the evaluation about:

(a) their own priority concerns (self-selected priorities)

(b) tutor-learner interactions (investigator-selected topic)

. to enable coordinators to influence the focus and direction of the research

Step One: What Coordinators Wanted to Learn From the Evaluation: Priority Concerns

Process

Coordinators were asked to select a partner and discuss this question: "In my role as a literacy program coordinator what I would like to learn more about from this evaluation project is ..."

After a brief discussion with their partners, coordinators listed these items on a piece of paper and priorized them. Their first three priorities were then listed on separate 3" x 5" file cards. The file cards and paper were set aside for collection.

Analysis

The file cards were assigned number codes by program, then grouped into categories, and labelled "Coordinators Priority Concerns." The twelve categories are listed below in descending order of frequencies of response, as indicated in brackets at the end of each item.

Outcomes: Categories of Coordinators' Priority Concerns

1. Effectiveness of tutor training and support materials provided for tutors **10**

2. Whether programs are meeting needs of literacy learners (including needs of special groups of learners) **9**

3. Organizational/political concerns and funding of literacy programs **6**

4. Evaluation of student progress **4**

5. Role and responsibilities of literacy coordinators 3

6. Defining the illiteracy problem **2**

Step Two: What Coordinators Wanted to Learn From the Evaluation About Tutor-Learner Interactions

Process

The second step of this exercise was designed to help coordinators reflect on **specific aspects of tutor-learner interactions** which were priority concerns to them. The card-sort exercise was repeated and all of the data was collected at the end of the exercise.

Analysis

As in STEP ONE, cards were numerically coded by program, then grouped into categories. From this grouping there were six emergent categories of concerns about tutor-learner interactions, reflecting a higher degree of convergence among the coordinators in their priority concerns.

Two sets of topics received equal frequencies of responses as indicated below by the bracketed numbers.

Outcomes: Categories of Coordinators' Priority Concerns

1a. Criteria/process for matching tutor and learner **10**

 b Meeting learner needs/learner goals **10**

2. Appropriateness/effectiveness of materials and procedures/approaches used by tutors **7**

3a. Learners' rights in the matching process **2**

 b Effectiveness of tutor training **2**

4. Evaluation of learner progress 1

APPENDIX D

STAGES OF LITERACY DEVELOPMENT

APPENDIX D

STAGES OF LITERACY DEVELOPMENT

Stages of Literacy[1]

Individuals at This Stage	What to Do as a Tutor
Stage 1 — Entering the World of Literacy	
• are print deprived (don't interact with print). • are not part of the literate culture. • generally view reading as decoding. • know little about how to read or write. • are dependent on others for things requiring literacy skills.	• immerse the student in print — i.e. read to him, read with him, write with him in order to help him feel like a reader and writer **immediately**. • move from the known to the unknown. • capitalize on the student's interests — content he/she is familiar with is important. Use prior knowledge. • use language experience approach — i.e. the tutor records ideas and student gradually takes over more of the responsibility of the writing. Student can then use what the tutor has recorded as reading material. • functional tasks — i.e. writing cheques — are of limited value at this stage.
Stage 2 — Developing Independence in Literacy	
• are reading at about the grade 1 to 4 level as determined by achievement tests. • believe the message is always on the page — adherence to text — don't always use prior knowledge. • have some strategies for word identification and comprehension. • begin to focus more and more on meaning as they reach the end of this stage. Meaning focus is essential for progression to the next stage.	• help the student develop the need to self-monitor. • stress the need to use meaning. • read in phrase units and not word-by-word. • use functional material — make the content meaningful to the student and take his words from the context. • let the student choose material — aim for high relevance. • help student to develop strategies to assist him with his reading and writing.
Stage 3 — Using Literacy	
• are reading at about the grade 4 to 8 level as measured on achievement tests. • are using both print and prior knowledge to gain meaning from text. • are taking most of the responsibility for learning.	• have the student read, read, read, and write, write, write. • pick out books from the library and discuss them. • discuss newspaper and magazine articles. • be flexible and ready to change tactics if necessary. • help student to use reading and writing to bring about changes in his/her life, especially purpose and meaning.

[Source: The Learning Centre; 2315 – 1 Avenue N.W., Calgary, Alberta T2N 4N9]

Note. Excerpted with permission of the Gabriel Dumont Institute from Buckley, M. Literacy Manual (1989). Regina, SK: Gabriel Dumont Institute, p. 5.

APPENDIX E

SELECTION CRITERIA FOR IN-DEPTH REVIEW OF PROGRAMS; PROGRAMS SELECTED FOR IN-DEPTH REVIEW

APPENDIX E

SELECTION CRITERIA FOR PROGRAMS CHOSEN FOR SITE VISITS AND IN-DEPTH STUDY (1989)

CRITERIA

Programs Should Include:

1. **At least one of each major type of program** and at least 2 regional college programs
   e.g., - SIAST Main Campuses
   - Regional Colleges
   - Volunteer-Based, Library-Linked

2. **Special Case** programs which serve as unique models of development and/or service to the community in Saskatchewan, and as such are exemplars both within and without the province
   e.g., - Regina Public Library
   - READ, Saskatoon
   - SIAST Woodland
   - LEARN Battlefords

3. **New programs** which have received additional funding above and beyond base contributions because of unique factors influencing development and implementation
   e.g., - Northlands Career College

4. **Long standing programs which appear** to have contributed significantly to literacy and give evidence of recognition and support by the community
   e.g., - Parkland Regional - RPL
   - North West Regional - READ Saskatoon
   - Lakeland Regional

5. **New programs which give evidence of start-up challenges,** which appear to have an imbalance of volunteers and learners, or which appear to be breaking new ground due to demographics, few available personnel, and/or no previous path to follow
   e.g., - SIAST Palliser
   - Southeast Regional
   - Carlton Trail

6. **Programs which give evidence of combining several models or approaches,** which appear to be meeting needs over a broad geographic area, or have developed new tutor training programs, training materials, etc.
   e.g., - Carlton Trail (Humboldt)
   - Cypress Hills (Swift Current)
   - Parkland Regional
   - Lakeland Regional
   - SIAST Woodland

7. Representation from each of the main geographic regions of the province
    - North
    - South
    - Central

8. Representation from predominantly urban, rural and mixed areas (urban-rural mix)
    e.g., - Predominantly urban (RPL, READ Saskatoon, SIAST Campuses)
    - Predominantly rural (Northland, Carlton Trail, Cumberland, Prairie West)
    - Mixed (Northwest, Lakeland, Southeast Parkland, Cypress Hills)

9. Evidence of learner involvement in planning, organizing or developing learner-centered activities
    e.g., - Regina Public Library
    - SIAST KELSEY
    - READ Saskatoon

10. Population of great need and/or multiple target groups
    i.e., - percentage of population requiring literacy is substantial and/or has several significant target groups within the area.

SIDRU
LITERACY PROGRAM EVALUATION PROJECT

PROGRAMS SELECTED FOR INITIAL IN-DEPTH STUDY
by Location, Name and Type

	Location	Program	Type
1.	Northern	Northlands Career College	Regional College; Rural
2.	Central	READ Saskatoon	Volunteer & Library-Linked Linked with SIAST KELSEY; Urban
3.	Central	Carlton Trail Regional C.	Regional College Library-Linked; Rural
4.	Southerly	Regina Public Library	Volunteer Library-Centered Linked with SIAST Wascana; Urban
5.	Southern	Cypress Hills Regional C.	Regional College; Mixed
6.	Southern	SIAST Palliser	SIAST-based; Urban

Summary by Type of Program

3 Regional College Programs (Northlands, Carlton Trail, Cypress Hills)

One SIAST Program (Palliser)

Links between the RPL Program and SIAST Wascana program; and between READ Saskatoon and the SIAST Kelsey program will be explored. SIAST Woodland, SIAST Kelsey and SIAST Wascana programs have been included in preliminary consultations.

2 Volunteer Library-Linked Programs (RPL, READ Saskatoon)

APPENDIX F

GUIDELINES FOR IN-DEPTH REVIEW OF PROGRAMS

APPENDIX F

SIDRU: Review of Adult Volunteer Literacy Programs in Saskatchewan Project (1989)

GUIDELINES FOR IN-DEPTH REVIEW OF PROGRAMS

INTERVIEWS

Coordinator(s) ________________ **Instructor(s)** ________________

Librarian(s) ________________ **Other(s)** ________________

Principal ________________ **Other(s)** ________________

Indiv. Tutors ________________ **Indiv. Learners** ________________

Tutor/Learner Pairs or Triads ________________

Learner Focus Group ________________ **Other** ________________

Tutor Focus Group ________________ ________________

PARTICIPANT-OBSERVATION EXPERIENCES
Dates & Locations ________________

Basic Tutor Training ________________

Inservice Sessions ________________

Learners' Conference ________________

Learner Planning Sessions ________________

Learning Center ________________

Other
____

PROGRAM NAME/CODE ________________

PROGRAM LOCATION ________________

NUMBER OF VISITS ________ **NUMBER OF INTERVIEWS** ________

DATES OF VISITS & NAME(S) OF RESEARCHERS

____

____

GUIDELINES FOR IN-DEPTH REVIEW OF PROGRAMS

1. HISTORICAL, ORGANIZATIONAL & CONTEXTUAL ASPECTS

1.1 LOCATION, FACILITIES & CONTEXTUAL & DEMOGRAPHIC ASPECTS

- Accessibility and visibility of program location
- Nature, characteristics & ambience of facilities; contextual factors regarding community
- Geographical distribution of learners and tutors in area

1.2 HISTORICAL ASPECTS & PROGRAM GROWTH RECORD

- Historical antecedents of program; apparent or perceived advantages & disadvantages arising from historical factors; contributions and/or strengths of past history
- Names of notable individuals, major contributions, achievements and/or strengths of previous history
- Growth of program in past one to three years, particularly since literacy campaign
- Sources of information available on previous history of program

1.3 ORGANIZATIONAL STRUCTURES & ADMINISTRATIVE ASPECTS

- Who does the coordinator report to, receive direction from?
- What policies & procedures exist for the program? Does the coordinator participate in policy decisions, development of procedures, etc.?
- What kind of administrative structure does the coordinator work within?

INITIAL PROGRAM START DATE ____________________

ORIGINAL FUNDING SOURCES & LEVELS

____

____

____

LITERACY COUNCIL START DATE ____________________

INITIAL LIT. COUNCIL FUNDING ____________________

CURRENT FUNDING SOURCES & LEVELS

____

____

____

COORDINATORS' SALARY & BENEFITS

OTHER STAFF SALARY & BENEFITS

FUNDING NEEDS NOW

2. LEARNING AND TUTORING PROCESSES & OUTCOMES

2.1 WAYS OF WORKING WITH LEARNERS, RECORD KEEPING & FOLLOW-UP

Responses to inquiries

Learner interviews, registration & matching/Criteria for selection & matching

Learner assessment/Assessment of learners' needs and goals

Characteristics of learners, changes in types of learners coming to program if any

Patterns of learners' involvement and/or learning in program; goal setting & goal achievement

Assessment of learning gains and accomplishments; evaluation of learning outcomes

Record keeping & follow-up of learners; provision for learner evaluation of program

2.2 WAYS OF WORKING WITH TUTORS, RECORD KEEPING & FOLLOW-UP

Responses to inquiries

Tutor interviews, registration & matching/Criteria for selection & matching

Tutor assessment/Assessment of tutors' needs & goals

Characteristics of tutors, changes in types of tutors coming to program if any

Patterns of tutors' involvement and/or learning in program; how tutors assist/don't assist with goal setting & goal achievement; what resources tutors use/don't use/have or make available

Assessment of tutor effectiveness and accomplishments; dealing with tutors who don't seem suitable

# of telephone inquiries/month
Learners ______ Tutors ______
Other

# of personal interviews/month
Learners ______ Tutors ______
Other

Average lengths of stay in program
Tutors ______

Learners ______

Accessibility & availability of facilities for learning & teaching

Nature, accessibility & availability of resources for learning & teaching

3. PROGRAM COORDINATION, DEVELOPMENT & LIAISON WORK

3.1 COORDINATOR PERCEPTIONS OF ACTIVITY LEVELS, RESPONSIBILITES & SUPPORT SYSTEMS . Coordinators' perceptions of value of work and commitment to literacy activities . Referring to questionnaire results on scope of activities, noteworthy items can be reviewed . Coordinators' perceptions of and feelings about current workload; scope of work; and concerns about program . Nature of coordinators' day or week; typicality & variability in activities . Coordinators' questions, thoughts, feelings & attitudes towards literacy council, literacy campaign, and requests for information and documentation . Relationships with other staff; contributions of other staff; concerns re: staff . Coordinators' perceptions of the availability & adequacy of support systems for self . Coordinators' perceptions of availibility and adequacy of support systems for literacy activities and staff within the organization	. Number of typical activities normally carried out by this coordinator in a given month ______ . Estimated number of requests for information or documentation by managing director of literacy council, own organization, evaluation project researchers, and others in past year ______
3.2 LIAISON AND ACTIVITIES WITHIN THE COMMUNITY . Level of coordinators' literacy activities within community at large . Coordinators' perceptions of support levels within the community and effect of program activites within the community . Coordinators' perceptions of effect of community interest or lack of it, on program . Nature and number of requests or increases in requests for literacy program offerings or tutors by special groups or new programs within the community	. Estimated number of requests by community to speak, conduct activites, etc. in past year ______

4. STRENGTHS, WEAKNESSES & VISIONS OF THE FUTURE

4.1 STRENGTHS OF PROGRAM AND PROGRAM COMPONENTS

- Coordinators' perceptions of strengths of program and/or of specific components or aspects
- Others' perceptions of strengths of program - learners, tutors, administrators, instructors
- Apparent strengths; evidence to substantiate this in this program
- Specific aspects which should/could be further built upon and what would be needed to achieve this

4.2 WEAKNESSES OF PROGRAM AND PROGRAM COMPONENTS

- Coordinators' perceptions of weaknesses or of problem areas in program or its components
- Others' perceptions of weaknesses or problem areas
- Apparent weak areas or problems to be overcome in this program
- Specific aspects which should/could be attended to, strengthened or altered in some way and what would be achieved by this

4.3 VISIONS OF THE FUTURE, FUTURE DEVELOPMENTS

- Coordinators' vision of the future; what he/she would like to accomplish or see accomplished regarding program; regarding literacy efforts in province
- Coordinators' recommendations regarding future development of program literacy efforts in Saskatchewan
- Others' visions of the future and/or recommendations - tutors, learners, librarians, principals, board members

5. RESEARCHERS' OBSERVATIONS & COMMENTS RECOMMENDED FOLLOW-UP

5.1 DESCRIPTION OF SITE VISIT, PROCESSES & STRATEGIES

5.2 OBSERVATIONS, REFLECTIONS & FEELINGS ABOUT THIS VISIT

6. EMERGENT THEMES FOLLOW-UP

APPENDIX G

LEARNER ENROLLMENT AND TUTOR REGISTRATION DATA QUESTIONNAIRE

University of Regina

Saskatchewan Instructional Development and Research Unit

Faculty of Education
Regina, Saskatchewan
Canada S4S 0A2
(306) 585-4798/4309
Educ. 220.4
SIDRU

REVIEW OF ADULT VOLUNTEER LITERACY PROGRAMS IN SASKATCHEWAN (1989)

Learner and Tutor Enrollment Data 1988 - 89

INTRODUCTION

The assistance of literacy program coordinators is requested in completing the attached Tutor and Learner Enrollment Data forms. The purpose of these forms is to obtain accurate information on:

1. Numbers of tutors and learners enrolled in literacy programs which were underway before the start of the Literacy Campaign;

2. New enrollments of learners and tutors in literacy programs during the periods January 1/88 to December 31/88 and January 1/89 to March 31/89;

3. Numbers of program leavers (tutors and learners who have left the program during the period January 1/88 to December 31/88).

INSTRUCTIONS

1. Two copies of a one-page table are attached. Note that each table is divided into a Learner Section and a Tutor Section.

2. One copy of the table is for recording data about **Non-ESL Learner and Tutor Enrollments**; the other copy is for **ESL Learner and Tutor Enrollments**, where you have both types of learners in your program. Please check the appropriate box when recording statistics on each of these types of learners. If your program statistics do not include differentiation between ESL and non-ESL learners, please indicate this on the form.

3. Note that pencilled in figures have been entered in the columns wherever this data has been available and usable from 1988 evaluation reports. Where pencilled in figures have entered **please verify that these are correct** by placing a small check (✓) in pencil beside

the figures. If the figures are not correct, please replace them with the correct figures. Where figures have **not** been entered at all, please enter them to the best of your ability from the records you have available.

4. In Section 1 (LEARNERS) of each table, numbers reported for Items 1.3 to 1.6 should equal the numbers reported for Item 1.1 or 1.2.

   In Section 2 (TUTORS) of each table, the numbers reported the Items 2.3 to 2.6 should equal the number reported for Item 2.1 or 2.2. The numbers reported for Items 1.2 and 2.2 should be equal to or less than the numbers reported on lines 1.1 and 2.1, respectively.

5. In both Sections 1 and 2, the numbers reported in the "Sub-total for '88" columns represent the total of the numbers in the first three columns.

6. The number of program leavers in '88 in each section should include all those learners and tutors who left the program for **any** reason.

   In both Sections 1 and 2, the numbers reported in the column "As of Dec 31/88" should equal "Subtotal for '88" minus "Program Leavers in '88."

7. Please complete the questionnaire by **June 13**. If you have any questions regarding the questionnaire or difficulties in completing it, please do not hesitate to call Helen Morrison at 585-5143.

   Please bring the completed form with you to the coordinators' meeting on June 13. If you are not planning to attend the meeting, please forward the form by that date to Helen Morrison at the above address. Thank you.

JKH/ji

Att.

Initial Program Start Date ____________________ Program Name ____________________

Literacy Council Funding Start Date ____________________ Location ____________________ Code ____________

Non-ESL ☐ ESL ☐

1. **LEARNERS**		NEW LEARNERS			Program	
Numbers of ...	As of Dec 31/87	Jan 1 - June 30/88	July 1 - Dec 31/88	Subtotal for '88	Leavers in '88	As of Dec 31/88
1.1 Learners Enrolled						
1.2 Learners Interviewed and/or Assessed						
1.3 Learners Working With Tutor (1:1)						
1.4 Learners Waiting Match With Tutor						
1.5 Learners Working in Small Group/Class Only						
1.6 Learners Working With Tutor (1:1) and in Small Group/Class						

1.7
No. of
NEW LEARNERS
Enrolled
Jan 1 - March 31/89
____

214

2. **TUTORS**		NEW TUTORS			Program	
Numbers of ...	As of Dec 31/87	Jan 1 - June 30/88	July 1 - Dec 31/88	Subtotal for '88	Leavers in '88	As of Dec 31/88
2.1 Tutors Registered						
2.2 Tutors Trained						
2.3 Tutors Working With Learner (1:1)						
2.4 Tutors Waiting Match With Learner						
2.5 Tutors Working 1:1 With More Than One Learner						
2.6 Tutors Working With Small Group/Class of Learners						

2.7
No. of
NEW TUTORS
Registered
Jan 1 - March 31/89
____

245

248

APPENDIX H

COORDINATOR QUESTIONNAIRE ON SCOPE OF LITERACY PROGRAM ACTIVITIES

APPENDIX H

REVIEW OF ADULT VOLUNTEER LITERACY PROGRAMS IN SASKATCHEWAN (1989)

COORDINATOR QUESTIONNAIRE
on
Scope of Literacy Program Activities
March 16, 1989

PURPOSE

To obtain information on the coordinator's current scope of literacy activities, changes in level of activity over the past year, and perceived priority activities of coordinators.

INSTRUCTIONS

1. **In Column 1** on page 2, are listed the clusters of activities which may be included in your current workload. Examine the clusters, then reflect on the activities which you have engaged in **during the period January 3, 1989 to the present.**

2. **In Column 2** enter **your best estimate** of the percentage of work time you have spent in each cluster of activities during the January to March 89 period. Please be sure that all the estimates total 100%. **If this activity is done by someone else, indicate the individual who does this and the percentage of time they spend.**

3. **In Column 3** are listed abbreviations which represent the extent, if any, to which your activities have changed over the past year. Circle the set of letters which best reflect your opinion of change. If you can estimate a fairly precise percentage of change, please write down the percent beside the circled item. The code of abbreviations is as follows:

Sub D	Substantial decrease
MD	Moderate decrease
SD	Slight decrease
NC	No change
SI	Slight increase
MI	Moderate increase
Sub I	Substantial increase

4. **In Column 4** is an opportunity to express your opinion of the **reasons** for changes in your activity levels in a particular cluster area. If you think the reason for the change is primarily due to the literacy campaign, insert a check ( ) in the **LC** column. If you think the change is due to other reasons, please explain in the **comments** column.

5. The final item asks for your opinion about the activities you perceive to be priorities of the coordinator under **ideal circumstances**. That is, if additional resources were available to your program, are there activities you think could be delegated to others, or with which you require assistance? Are there activities which **should** be done by you as coordinator? In the appropriate space provided, insert the numbers of the activity clusters which you think could be delegated. Indicate by whom these activities could be done.

   In the other space provided, insert the numbers of the activity clusters which you regard as priorities of the coordinator.

   Please add explanatory comments in the comment space provided.

   Thank you for your cooperation in completing this exercise.

Coordinator Questionnaire: Scope of Literacy Program Activities

CLUSTERS OF ACTIVITY	EST. % TIME	MAGNITUDE OF CHANGE IN LEVEL OF ACTIVITY OVER PAST YEAR							L.C.	REASONS FOR CHANGE/COMMENTS
1. Intake & Tutor Training		Sub D	MD	SD	NC	SI	MI	Sub I		
1.1 Responses to inquiries from the public,prospective learners etc.		1	2	3	4	5	6	7		
1.2 Learner interviews and assessment & consultations		1	2	3	4	5	6	7		
1.3 Tutor interviews and matching		1	2	3	4	5	6	7		
1.4 Tutor training, planning,conducting & workshops		1	2	3	4	5	6	7		
2. Monitoring & Follow-up		Sub D	MD	SD	NC	SI	MI	Sub I		
2.1 Assisting,consulting with & providing specific materials		1	2	3	4	5	6	7		
2.2 Monitoring,evaluating and following-up learners' progress.		1	2	3	4	5	6	7		
2.3 Monitoring, evaluating and following up tutors.		1	2	3	4	5	6	7		
2.4 Keeping records of student progress		1	2	3	4	5	6	7		

Coordinator Questionnaire: Scope of Literacy Program Activities

CLUSTERS OF ACTIVITY	EST. % TIME	MAGNITUDE OF CHANGE IN LEVEL OF ACTIVITY OVER PAST YEAR							LC.	REASONS FOR CHANGE/COMMENTS
3. Program coordination & resource development		Sub D	MD	SD	NC	SI	MI	Sub I		
3.1 Record-keeping,report-writing,program organization,coordinating acitivities,attending committee or board meetings		1	2	3	4	5	6	7		
3.2 Attending meetings of the literacy campaign,report-writing & responding to requests for information, proposal-writing		1	2	3	4	5	6	7		
3.3 Assembling resource materials, reviewing resources,liasing with others in the program		1	2	3	4	5	6	7		
4. Program Publicity & Community Activities		Sub D	MD	SD	NC	SI	MI	Sub I		
4.1 Arranging &attending meetings in the community,speaking engagements,preparation & distribution of literacy materials		1	2	3	4	5	6	7		

5. Priority Activities

5.1 Of the activities listed above which, if any, in your opinion could be performed by someone else if sufficient resources were available? (Please insert the numbers in the space below).

Why?

5.2 Of the activities listed above, which are priorities for you as the coordinator to retain? (Please insert the appropriate numbers in the space below?

Why?

5.3 Please list any other activities you think you should be doing ,and are unable to do now,to improve the quality of your program.

5.4 Are there any other comments you would like to make about your current work load which you believe would be of value in this evaluation? If so please add them here or contact the principal investigator personally within the next two weeks. Thank you.

APPENDIX I

MEDIA CAMPAIGN SURVEY INTERVIEW SCHEDULE

APPENDIX I

Sample Survey and Data Bank Unit
University of Regina

September, 1989

ID: _ _ _ _

LITERACY CAMPAIGN AWARENESS SURVEY

INTRODUCTION:

SAMPLE SURVEY RESEARCH CENTRE AND THE SASKATCHEWAN INSTRUCTIONAL DEVELOPMENT RESEARCH UNIT ARE CONDUCTING A SURVEY AS PART OF A LARGER STUDY OF LITERACY -- READING AND WRITING -- IN SASKATCHEWAN.

WE WILL BE TALKING WITH OVER 400 REGINA RESIDENTS OVER THE COURSE OF THIS STUDY, AND YOUR HOUSEHOLD HAS BEEN RANDOMLY SELECTED TO PARTICIPATE.

I WANT TO ASSURE YOU THAT ALL INFORMATION YOU GIVE US IS COMPLETELY CONFIDENTIAL. ONLY YOU AND I WILL KNOW THAT YOU HAVE PARTICIPATED IN THIS, AND I'VE SWORN AN OATH TO REPECT YOUR ANONYMITY. ALL RESPONSES WILL BE AGGREGATED IN A COMPUTER BASED SYSTEM, SO THE IDENTIFICATION OF INDIVIDUAL RESPONDENTS WILL BE IMPOSSIBLE.

THE QUESTIONS TAKE ABOUT 10 MINUTES. THERE ARE NO RIGHT OR WRONG ANSWERS, AND IF THERE IS A QUESTION YOU WOULD PREFER NOT TO ANSWER, JUST SAY SO AND WE'LL GO ON TO THE NEXT QUESTION.

____
Interviewer Name

_ _
Number

Start time: _ _:_ _

SECTION A: Literacy Awareness

A.1 To begin, we'd like to know if you feel that literacy in Saskatchewan...

...is more of a problem now than it was 10 years ago,......1
...is less of a problem now,.................................2
...or that the problem has remained about the same
over the last 10 years......................................3 ⎤
DON'T KNOW...8 ⎬→ *GO TO A.3*
REFUSAL..9 ⎦

11

A.2 Why, in your view, has it become (more/less) of a problem?
(RECORD UP TO THREE REASONS STARTING WITH THE MOST IMPORTANT.)

MORE OF A PROBLEM		LESS OF A PROBLEM		
1. ______________		1. ______________		
______________		______________		
______________	— —	______________	— —	12-13/18-19
2. ______________		2. ______________		
______________		______________		
______________	— —	______________	— —	14-15/20-21
3. ______________		3. ______________		
______________		______________		
______________	— —	______________	— —	16-17/22-23

A.3 Have you heard of a program, sponsored by the government of Saskatchewan, intended to improve literacy in the province?

Yes......................1
No.......................2 → *GO TO A.5*

24

A.4 How did you first hear about the program?

Radio ad...1
TV ad..2
Newspaper ad.....................................3
Friend/relative..................................4
Through child/school program......................5
DK/Can't recall..................................6
Other (specify)..................................7

25

____
____ — — 26-27

A.5 In the past month, do you remember ...

	Yes	No	
...hearing an advertisment about literacy on the radio?	1	2	28
...seeing an advertisment on television?	1	2	29
...seeing an advertisment in the newspaper?	1	2	30
...seeing an advertisment on a city bus?	1	2	31
...seeing anything about literacy on a billboard?	1	2	32

INTERVIEWER SORTING POINT:

R RECALLS SEEING/HEARING TV/RADIO/NEWSPAPER AD(S).........*GO TO SECTION B*

R HAS NOT SEEN ADS, BUT AWARE OF PROGRAM OTHER WAY........*GO TO SECTION C*

R HAS NOT SEEN ADS, IS UNAWARE OF PROGRAM.................*GO TO SECTION D*

3

SECTION B: R has seen/heard ads

B.1 What do you remember about the advertisment...
(READ ONLY THOSE WHICH APPLY: SEE RESPONSES TO A.4 OR A.5)

a) ...you saw on television?

SCRIPT 1 NATIVE MALE	Greg Daniels	1	33
	Native	1	34
	Male	1	35
	Dropped out	1	36
	Tough on street	1	37
	Program there	1	38
	Can help if want it	1	39
	You can do it	1	40
SCRIPT 2 FEMALE W/CHILD	Valerie Clowater	1	41
	Female	1	42
	With child	1	43
	Couldn't read bedtime story	1	44
	Enrolled in program	1	45
	Progressed from gr. 2 to gr. 12 level	1	46
	Program changed life	1	47
SCRIPT 3 PALS	Computer assisted learning	1	48
	PALS	1	49
	Learn by touching screen	1	50
	Machine talks to learner	1	51
	Don't have to know computers	1	52
	Learn at own pace	1	53
	Instructor close by	1	54
CONTACTS/ SPONSORS	1-800-667-7522	1	55
	Saskatchewan Literacy Council	1	56
	Saskatchewan Education	1	57
	IBM Canada	1	58
	Can't recall anything	1	59
	Offers entirely incorrect description	1	60
	R has (is likely to have) seen RPL ad	1	61

80=1
1-4=ID

b) ...you heard on the radio?

SCRIPT 1 NATIVE MALE	Greg (Daniels)	1	5
	Native	1	6
	Male	1	7
	Dropped out	1	8
	Tough on street	1	9
	Program there	1	10
	Can help if want it	1	11
	You can do it	1	12
SCRIPT 2 FEMALE W/CHILD	Valerie (Clowater)	1	13
	Female	1	14
	With child	1	15
	Couldn't read bedtime story	1	16
	Enrolled in program	1	17
	Progressed from gr. 2 to gr. 12 level	1	18
	Program changed life	1	19
SCRIPT 3 PALS	Computer assisted learning	1	20
	PALS	1	21
	Learn by touching screen	1	22
	Machine talks to learner	1	23
	Don't have to know computers	1	24
	Learn at own pace	1	25
	Instructor close by	1	26
CONTACTS/ SPONSORS	1-800-667-7522	1	27
	Saskatchewan Literacy Council	1	28
	Saskatchewan Education	1	29
	IBM Canada	1	30
	Can't recall anything	1	31
	Offers entirely incorrect description	1	32
	R has (is likely to have) seen RPL ad	1	33

c) ...you read in the newspaper?

Kelly	1	34
Valerie	1	35
Female learner	1	36
Male tutor	1	37
Learner can now read to son	1	38
Learner is same from TV spot	1	39
Literacy volunteers needed	1	40
Two hour/week commitment	1	41
1-800-667-7522	1	42
Saskatchewan Literacy Council	1	43
Saskatchewan Education	1	44
Can't recall anything	1	45
Offers entirely incorrect description	1	46
R has (is likely to have) seen RPL ad	1	47

B.2 *(ASK ONLY IF R HAS SEEN/HEARD MORE THAN 1 AD.)*
Which of the ads you (saw/heard) is the one you remember best?

Daniels on TV	01	
Daniels on radio	02	
Clowater on TV	03	
Clowater on radio	04	48-49
PALS on TV	05	
PALS on radio	06	
Newspaper	07	
RPL ad	08	
Don't know	98 → *GO TO B.4*	

B.3 People often get different messages out of the advertisements they see and hear. We're interested in learning your opinions about the literacy advertisement you saw or heard and remember best.
I'm going to read a list statements some people might use to describe their reaction to the advertisement. After each, please tell me whether you agree or disagree with the description. (Is that strongly or moderately?)

	SA	MA	MD	SD	DK	
1. The ad captured my attention and really made me think about literacy in Saskatchewan.	1	2	3	4	8	50
2. I found the ad disrespectful and condescending toward those who have difficulty reading and writing.	1	2	3	4	8	51
3. The ad made me aware of the province's literacy program and told me who to contact if I wanted to find out more.	1	2	3	4	8	52
(ASK 4 AND 5 ONLY IF R HAS SEEN TV OR HEARD RADIO AD)						
4. The character in the ad was quite heroic -- having the courage to acknowledge that (his/her) reading and writing skills could use some updating and the conviction to do something about it.	1	2	3	4	8	53
5. If I had difficulty reading and writing the ad would not motivate me to do anything about it, the ad...						
...wasn't very encouraging.	1	2	3	4	8	54
...didn't give enough information	1	2	3	4	8	55
6. The character in the ad was thoroughly believable. I'm sure (he/she) is someone who is actually involved in the literacy program and not a hired actor.	1	2	3	4	8	56

B.4 All of the literacy ads are sponsored. Can you recall the names of any of the organizations which sponsored the ad(s) you saw (heard)?

Saskatchewan Education.....................1 57
Saskatchewan Literacy Council.............1 58
IBM Canada Limited.........................1 59
Regina Public Library......................1 60
Identifies incorrect sponsor..............1 61
Can't recall...............................1 62

B.5 Do you personally know anyone who might benefit from the province's literacy program?

Yes....................1
No.....................2 63

B.6.1 Some time in the next few months do you think you might use the program to update your reading or writing?

Yes....................1 → *GO TO B.6.3*
No.....................2 64

B.6.2 What about in the future?

Yes....................1
No.....................2 → *GO TO B.7.1* 65

B.6.3 What in the ads encouraged you to think about updating your reading and writing?
(RECORD UP TO 3. CODE "NOTHING IN ADS" AS 00)

1. ______________________________
______________________________ __ __ 66-67

2. ______________________________
______________________________ __ __ 68-69

3. ______________________________
______________________________ __ __ 70-71

************************ GO TO D.1 ********************** 80=2

6

1-4=ID

B.7.1 Sometime in the next few months do you think you might volunteer as a literacy tutor?

Yes....................1→ *GO TO B.7.3*
No.....................2 5

B.7.2 What about in the future?

Yes....................1
No.....................2→ *GO TO D.1* 6

B.7.3 What in the ad(s) encouraged you to think about volunteering as a tutor?
(RECORD UP TO 3. CODE "NOTHING IN ADS" AS 00)

1.____
____ _ _ 7-8
2.____
____ _ _ 9-10
3.____
____ _ _ 11-12

********************** *GO TO D.1* **********************

SECTION C: If R has not seen ads, but is aware of program other way

C.1 Do you personally know anyone who might benefit from the province's literacy program?

Yes....................1
No.....................2 13

C.2.1 Some time in the next few months, do you think you might use the program to update your reading or writing.

Yes....................1→ *GO TO C.2.3*
No.....................2 14

C.2.2 What about in the future?

Yes....................1
No.....................2→ *GO TO C.3.1* 15

C.2.3 What encouraged you to think about updating your reading and writing?
(RECORD UP TO 3.)

1.______________________________
______________________________ _ _ 16-17
2.______________________________
______________________________ _ _ 18-19
3.______________________________
______________________________ _ _ 20-21

********************* *GO TO D.1* *********************

C.3.1 Sometime in the next few months do you think you might volunteer as a literacy tutor?

Yes....................1→ *GO TO C.3.3*
No.....................2 22

C.3.2 What about in the future?

Yes....................1
No.....................2→ *GO TO D.1* 23

C.3.3 What encouraged you to think about volunteering as a tutor?
(RECORD UP TO 3.)

1.______________________________
______________________________ _ _ 24-25
2.______________________________
______________________________ _ _ 26-27
3.______________________________
______________________________ _ _ 28-29

SECTION D: All Rs

D.1 If you wanted to learn more about Saskatchewan's literacy program, who would you contact? *(CIRCLE ALL MENTIONS)*

Mentions toll-free number	1	30
Sask. Literacy Council	1	31
Sask. Education	1	32
Public Library	1	33
Read Saskatoon	1	34
Regional college	1	35
SIAST campus	1	36
Don't know	1	37
Other (specify) ____________________	__ __	38-39

D.2 In your opinion, should "public education" about literacy, such as media campaigns on TV, radio, and in the newspapers, be increased, decreased, or remain about the same?

Increased	1	
Decreased	2	
Remain the same	3	40
Don't know	8	

D.3 Are there things that should be done, that are not being done now, which might improve the literacy of Saskatchewan residents?

A. ____________________

____

____________________ __ __ 41-42

B. ____________________

____

____________________ __ __ 43-44

C. ____________________

____

____________________ __ __ 45-46

SECTION E: Demographics

Finally, I'd like to ask a few quick questions about yourself.

E.1 *(CODE SEX)*

Male.................1
Female...............2 — 47

E.2 In what year were you born? 19 __ __ — 48-49

E.3 Are you now...

...married or living common law,..............................1
...separated or divorced,.....................................2
...widowed,...3 — 50
...or never married?..4

E.4.1 Do you have any children living at home with you now?

Yes..................1
No...................2→ *GO TO E.5* — 51

E.4.2 How many children are there? __ __ — 52-53

E.4.3 And what is the age of the oldest child? __ __ — 54-55

E.4.4 And the age of the youngest child? __ __ — 56-57

*NOTE: IF LESS THAN 1 YEAR CODE MONTHS, PRECEDE WITH 8.
E.G. 6 MOS. = 86, 10 MOS. = 90, ETC.*

E.5 (Including your children) how many people are there in your household altogether?

__ __ — 58-59

10

E.6 What is your ancestry -- are you native or of native ancestry on your father's side?

Yes...1 What is your status?

Status Indian......................1	→ GO TO E.7	60
Non-status Indian..................2		
Metis..............................3		
Inuit..............................4		
Other..............................5		

No...2 To what ethnic or cultural group did your father (or your father's father) belong? *(CODE ONE)*

_ _ 61-62

01 American
02 Austrian
03 Belgian
04 Chinese
05 Czech
06 Danish
07 Dutch
08 East Indian
09 English
10 Finnish
11 French
12 German
13 Greek
14 Hungarian

15 Irish
16 Italian
17 Jamaican
18 Japanese
19 Jewish
20 Latvian
21 Luxemburg
22 Norwegian
23 Pakistani
24 Philipino
25 Polish
26 Portugese

30 Romanian
31 Russian
32 Scottish
33 Slovakian
34 Swedish
35 Swiss
36 Syrian
37 Romanian
38 Ukranian
39 Vietnamese
40 Welsh
41 West Indian
42 Yugoslavian

50 Unknown
99 Refusal

88 Other ____________________

E.7 And on your mother's side?

Native *(CIRCLE ONE)*

Status Indian......................1	
Non-status Indian..................2	
Metis..............................3	63
Inuit..............................4	
Other..............................5	

Non-native *(CODE USING ABOVE)* _ _ 64-65

88 Other __________________________

E.8 How old were you when you first started to work (not counting summer or part-time jobs while going to school)?

AGE THEN _ _ 66-67

IF STILL SCHOOL GOER OR NEVER WORKED, GO TO E.9.3

E.9.1 And how much school had you finished then?

Incomplete grade school.........1	Complete high school............5	
Complete grade school...........2	Complete high and tech..........6	
Incomplete high school..........3	Some university/no degree.......7	68
Incomplete high and tech........4	University degree...............8	

REFUSAL.........................9

E.9.2 Is this still your completed education?

Yes.................................1 → *GO TO E.10*
No..................................2 69

E.9.3 What is your completed education now? *(CODE FROM E.9)* _ 70

80=3

E.10 Right now, what type of work do you do? 1-4=ID

Unemployed, looking for work...01	Going to school.............10
	Retired.....................11
Laid off, expects to return....02	Homemaker...................12
Laid off, uncertain return.....03	Voluntarily unemployed......13
On strike......................04	*(GO TO E.13)*
On compensation................05	
On maternity or other leave....06	
Self-employed..................07	
Employed by others.............08	

5-6

E.11 (When you were working) what is (was) your occupation?

______________________________ _ _ _ _ 7-10
(two words)

E.12 And what type of industry is (was) this job in?

______________________________ _ _ _ _ 11-14
(two words)

E.13 What was your family's total annual income from all sources in 1988, including your income -- was it...

...less than $40,000............ or ...$40,000 or more?

Was it...	Was it...
less than $10.000............01	between $40 and $45,000......08
between $10 and $15,000......02	between $45 and $50,000......09
between $15 and $20,000......03	between $50 and $55,000......10
between $20 and $25,000......04	between $55 and $60,000......11
between $25 and $30,000......05	between $60 and $65,000......12
between $30 and $35,000......06	between $65 and $70,000......13
between $35 and $40,000......07	between $70 and $75,000......14
	between $75 and $80,000......15
	or more than $80,000.........16

15-16

DON'T KNOW...98
REFUSAL.....99

Well, thats everything. I'd like to thank you very much for taking part in this. You've been most helpful.

Finish time: _ _:_ _ 17-20

SECTION F: INTERVIEWER ASSESSMENT

	Excellent	Good	Fair	Poor	
Respondent comprehension	1	2	3	4	21
" candor/honesty	1	2	3	4	22
" rapport with interviewer	1	2	3	4	23

Notes:

__ __ 24-25

__ __ 26-27

__ __ 28-29

80=4

APPENDIX J

MEDIA CAMPAIGN SURVEY MAIN FIELD SAMPLE DISPOSITION

APPENDIX J

MAIN FIELD SAMPLE DISPOSITION

	N	%
Completed interviews	411	19.2
Discontinued interviews	1	-
Refusals	118	5.5
Out of service	753	35.2
Children's phone	15	.7
Business phone	335	15.7
Other invalid phone[*]	434	20.3
Line trouble	-	-
No answer	50	2.3
Eligible respondent unavailable	10	.5
Appointment made	-	-
Prolonged absence	3	.1
Illness	2	.1
Language problem	6	.3
Double listing	1	-
TOTAL	2139	99.9

---

[*] Includes numbers which are "inactive", as opposed to simply "out of service"; numbers with inactive prefixes, for example.

TABLE 1

	SAMPLE POPULATION		REGINA POPULATION (1986 Census)	
	N	%	N	%
SEX				
Male	167	40.6	91,200	48.9
Female	244	59.4	95,320	51.1
Unknown	1			
Total	412	100.0	186,520	100.0
AGE				
15-19	20	4.9	14,220	9.9
20-24	48	11.7	18,980	13.3
25-34	99	24.4	35,860	25.1
35-44	102	24.8	24,065	16.8
45-54	37	9.0	16,665	11.7
50-64	37	9.0	14,965	10.5
65-74	36	9.0	10,910	7.6
over 74	25	6.2	7,335	5.1
Unknown	8			
Total	412	100.0	143,000	100.0
EDUCATION				
Less than Gr.12	92	22.5	58,310	41.4[7]
Gr. 12	82	20.1	22,670	16.1
Technical	64	15.7	23,585	16.7
Some University	100	24.5	20,540	14.6
Degree	70	15.2	15,890	11.3
Unknown	4			
Total	412	100.0	140,995	100.0

Table 1 compares selected sample parameters with known population parameters from the 1986 census. The table demonstrates that men tend to be slightly under-represented in the sample, despite efforts to ensure equal representation through respondent screening. Again, this may be explained by the fact World Series baseball games were being televised during the interviewing period. In general, however, the sample may be considered representative of the Regina population.

---

[7] The census proportion of those with less than grade 12 is significantly greater than the sample proportion due to differences in population characteristics. The census data presented includes all those 15 years of age or older. Efforts were made to exclude those less than 18 years of age from the sample population. Hence those with less than grade 12 appear to be under-represented.

7. Data File

A data file containing coded information from the interviews was created using SPSSX on an IBM 4381 computer. The completed data set for the evaluation contained 187 variables. An additional 48 variables were created to facilitate data analysis. Frequency distributions for all original and created variables, along with crosstabulations of selected variables with 9 basic demographic characteristics, are contained in a separate binder which accompanies this report.

APPENDIX K

LITERACY LEARNERS' STORIES

APPENDIX K

My Great Grandmother Catherine

by Cecilia Smith

My great grandmother Catherine and great grandfather Joseph were married on June 29, 1852, according to the R.C. Mission Register. Great Grandmother raised five children, two boys and three girls.

She was well-known, and one of the most capable women of the North in those days, As well as taking care of her family, she could trap and hunt like a man and was a great traveller by dogteam or canoe. She would travel 150 miles to visit her daughter, my grandmother, and her family and the rest of the relatives. With two or three other native women, they would set out with dogteams.

There were times when the road would be so bad they had to use snowshoes, walking many days and camping out every night. After visiting with relatives and friends, they would return home with loads of wild meat. During such long trips, the weather would turn bitterly cold at times, and there were snowstorms that made travel that much harder.

There were many wolves in those days, and their howling was heard throughout the night. But nothing seemed to stop her!

My great grandmother was a great woman.

A Remarkable Lady

by Julia McKay

My grandmother, a small stocky woman with a warm personality, believed hard work is rewarded in the end. She never spoke or learned a word of English. She remembered when her people moved from their summer hunting grounds to their winter traplines. They never had money, nor needed it. Money was in the form of furs. People traded furs for tea, sugar and bullets.

They were part of a close-knit society where people looked after each other, and shared. The hunters were the most important part of the society, because without them there would be no meat nor anything to wear.Most of the clothes were made from animal skins.

The women were the backbone of society. They did most of the work in the camp. My grandmother learned how to be a medicine woman from my great grandfather. He taught her what flowers, bark and herbs to pick and dry to use for certain ailments.

She said there was a reason for everything that happened in this world. They had pow-wows for certain seasons and gave thanks to the Creator for providing the necessary things in life.

My grandmother was a remarkable lady. She had an answer for every question I asked her. Her marriage was prearranged with no freedom of choice. She brought up eight boys, with the help of her people after my grand-father died.

A Pioneer Grandmother

by Alan Kobe

My Grandmother Koenig was of German descent. She moved to Saskatchewan from Ontario with Grandpa in the early 1900s to homestead. She was a good, hardy pioneer woman, and not afraid of hard work.

Grandma was a very quiet person of medium height and on the plump side. She liked to read and study the Bible whenever she had free time. She had one by her rocking chair in the living room and one by her chair at the kitchen table.

Grandma and Grandpa retired to Rosthern from the farm. I got to know my grandmother when I was five years old, when my parents moved to Rosthern.

Grandma and Grandpa's house had no plumbing. They had to carry their water from a well and there was an outhouse in the backyard. The house had electric lights, but it was heated by a coal and wood cook stove in the kitchen and an oil stove in the living room. The upstairs bedrooms were heated by a hole in the living room ceiling.

One winter when I was a teenager, Grandpa was sick. I went over every day after school to do the chores for Grandma. I cut and chopped firewood and carried in the

coal, wood, heating oil and water that Grandma needed the next day. She rewarded me with homemade cookies or cinnamon buns.

Grandma loved to make quilts. She always had her quilting frame set up in the living room in the winter. She sewed her quilts by hand for the Ladies' Aid at the church to send to the missionaries. When I got married, the Ladies' Aid gave me one of Grandma's quilts. It is something of hers that I am very proud to own.

My grandmother lived until her late 80s, and is one person I remember fondly.

From Remembering Grandmother, by the Saskatoon Open Door Society Inc., 1989.

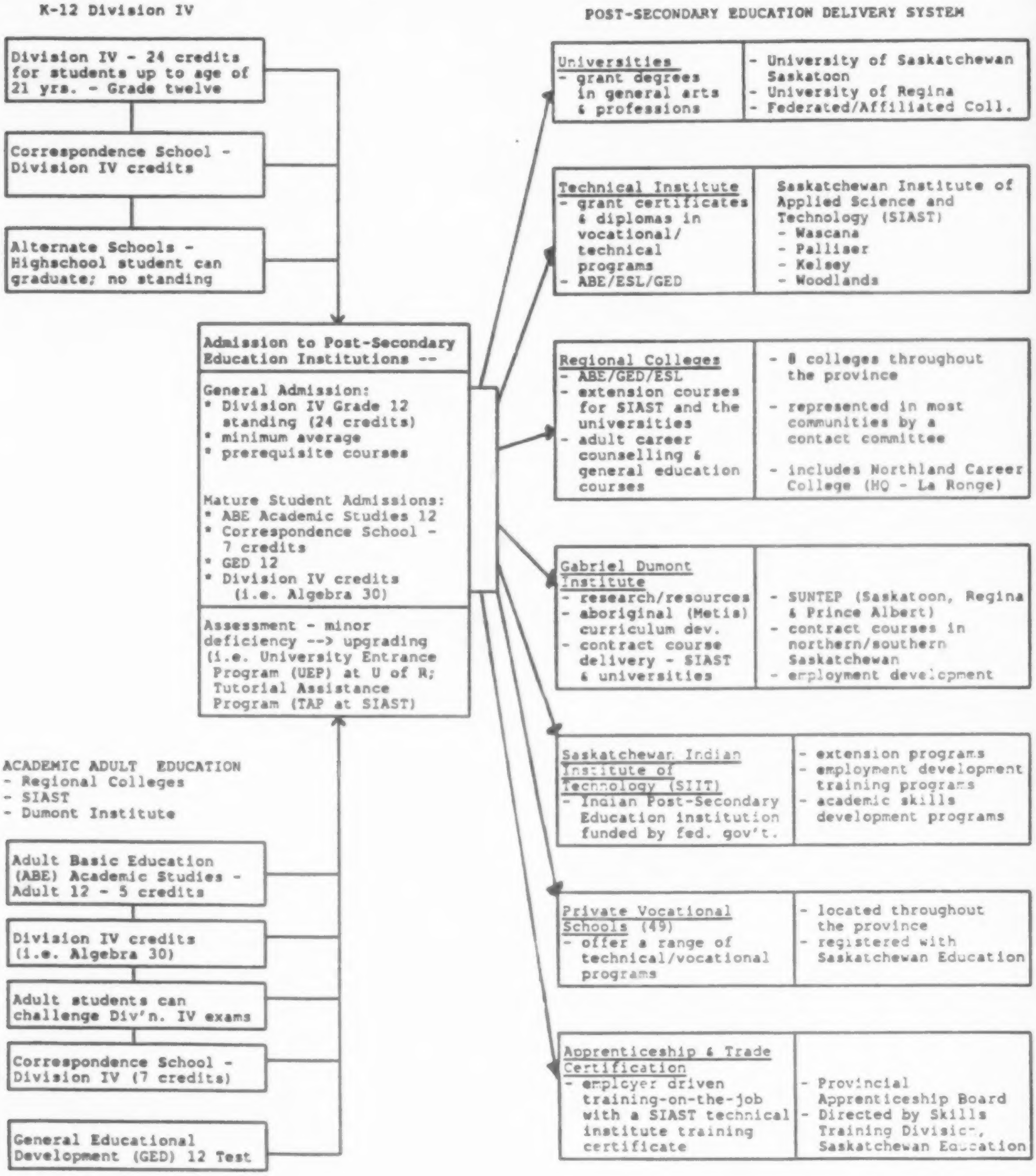
APPENDIX L

FIGURE A: ACCESS TO POST-SECONDARY EDUCATION AND TRAINING IN SASKATCHEWAN

APPENDIX L

Figure A

ACCESS TO POST-SECONDARY EDUCATION AND TRAINING IN SASKATCHEWAN


K-12 Division IV
POST-SECONDARY EDUCATION DELIVERY SYSTEM
Division IV - 24 credits for students up to age of 21 yrs. - Grade twelve
Correspondence School - Division IV credits
Alternate Schools - Highschool student can graduate; no standing
Admission to Post-Secondary Education Institutions --
General Admission:
* Division IV Grade 12 standing (24 credits)
* minimum average
* prerequisite courses
Mature Student Admissions:
* ABE Academic Studies 12
* Correspondence School - 7 credits
* GED 12
* Division IV credits (i.e. Algebra 30)
Assessment - minor deficiency --> upgrading (i.e. University Entrance Program (UEP) at U of R; Tutorial Assistance Program (TAP at SIAST)
ACADEMIC ADULT EDUCATION
- Regional Colleges
- SIAST
- Dumont Institute
Adult Basic Education (ABE) Academic Studies - Adult 12 - 5 credits
Division IV credits (i.e. Algebra 30)
Adult students can challenge Div'n. IV exams
Correspondence School - Division IV (7 credits)
General Educational Development (GED) 12 Test
Universities
- grant degrees in general arts & professions
- University of Saskatchewan Saskatoon
- University of Regina
- Federated/Affiliated Coll.
Technical Institute
- grant certificates & diplomas in vocational/technical programs
- ABE/ESL/GED
Saskatchewan Institute of Applied Science and Technology (SIAST)
- Wascana
- Palliser
- Kelsey
- Woodlands
Regional Colleges
- ABE/GED/ESL
- extension courses for SIAST and the universities
- adult career counselling & general education courses
- 8 colleges throughout the province
- represented in most communities by a contact committee
- includes Northland Career College (HQ - La Ronge)
Gabriel Dumont Institute
- research/resources
- aboriginal (Metis) curriculum dev.
- contract course delivery - SIAST & universities
- SUNTEP (Saskatoon, Regina & Prince Albert)
- contract courses in northern/southern Saskatchewan
- employment development
Saskatchewan Indian Institute of Technology (SIIT)
- Indian Post-Secondary Education institution funded by fed. gov't.
- extension programs
- employment development training programs
- academic skills development programs
Private Vocational Schools (49)
- offer a range of technical/vocational programs
- located throughout the province
- registered with Saskatchewan Education
Apprenticeship & Trade Certification
- employer driven training-on-the-job with a SIAST technical institute training certificate
- Provincial Apprenticeship Board
- Directed by Skills Training Division, Saskatchewan Education

19/01/90 Saskatchewan Education: DMW

Diagram prepared by D. Woloshyn, Saskatchewan Education, Policy & Planning, January, 1990.

APPENDIX M

TABLE A: POPULATIONS 15 YEARS OF AGE AND OLDER WHO HAVE NOT ATTENDED SCHOOL BEYOND THE GRADE 8 LEVEL BY AGE GROUPS ACCORDING TO PROGRAM AREAS (1986 CENSUS)

TABLE B: POPULATIONS 15 YEARS OF AGE AND OLDER WHO HAVE NOT ATTENDED SCHOOL BEYOND THE GRADE 8 LEVEL BY GENDER ACCORDING TO PROGRAM AREAS (1986 CENSUS)

Table A

APPENDIX M

Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Age Groups According to Program Areas (1986 Census)

	AGE GROUPS BY YEARS				
PROGRAM REGION/Program	15-24	25-44	45-64	65+	Total
NORTH					
Northlands Career College	2,095	1,920	1,730	890	6,635
CENTRAL					
North West Regional College	1,625	2,625	5,670	6,850	16,770
Lakeland College	195	405	685	710	1,995
Cumberland Regional College	725	1,290	4,350	5,035	11,400
Parkland Regional College	835	1,745	6,435	9,980	18,995
Carlton Trail Regional College	595	1,380	5,145	7,195	14,315
Prairie West Regional College	755	1,450	3,120	3,785	9,110
SIAST (Woodland), Prince Albert	310	555	1,440	1,950	4,255
SIAST (Kelsey), Saskatoon & READ Saskatoon	1,155	2,130	5,385	6,795	15,465
SOUTH					
Cypress Hills Regional College	650	1,090	3,485	4,390	9,615
Southeast Regional College	855	1,625	5,750	7,955	16,185
SIAST (Palliser), Moose Jaw	250	420	1,355	2,130	4,155
SIAST (Wascana), Regina & Regina Public Library	1,130	1,965	5,790	6,350	15,235
PROVINCIAL TOTALS	11,175	18,600	50,340	64,015	144,130

* Numbers rounded off to the nearest 5.

Table B

Populations* 15 Years of Age and Older Who Have Not Attended School Beyond the Grade 8 Level by Gender According to Program Areas (1986 Census)

PROGRAM REGION/Program	Male	Female	Total
NORTH			
Northlands Career College	3,575	3,060	6,635
CENTRAL			
North West Regional College	9,185	7,585	16,770
Lakeland College	1,170	825	1,995
Cumberland Regional College	6,615	4,785	11,400
Parkland Regional College	9,905	9,090	18,995
Carlton Trail Regional College	8,000	6,315	14,315
Prairie West Regional College	5,360	3,750	9,110
SIAST (Woodland), Prince Albert	1,975	2,280	4,255
SIAST (Kelsey), Saskatoon & READ Saskatoon	7,415	8,050	15,465
SOUTH			
Cypress Hills Regional College	5,325	4,290	9,615
Southeast Regional College	9,420	6,765	16,185
SIAST (Palliser), Moose Jaw	2,080	2,075	4,155
SIAST (Wascana), Regina & Regina Public Library	7,065	8,170	15,235
PROVINCIAL TOTALS	77,090	67,040	144,130

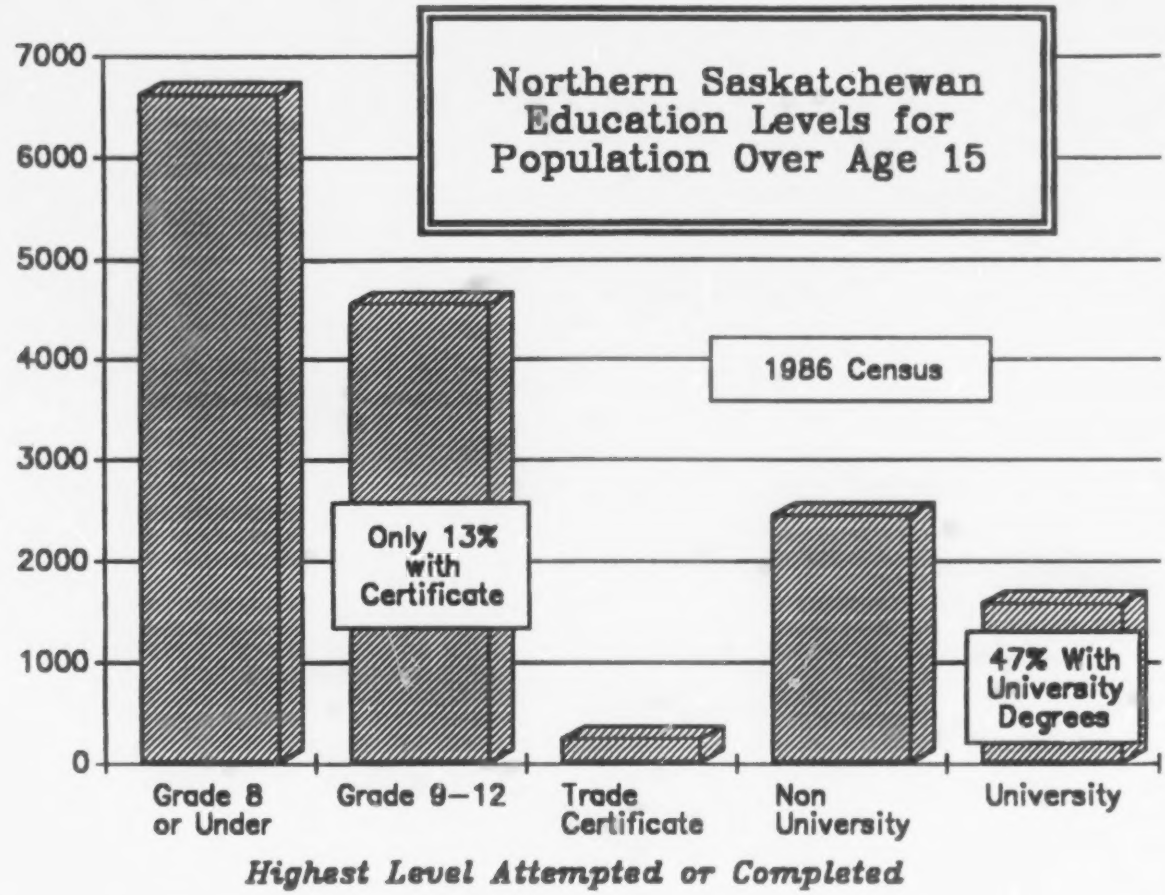
* Numbers rounded off to the nearest 5.

APPENDIX N

FIGURE B: NORTHERN SASKATCHEWAN EDUCATION LEVELS FOR POPULATION OVER AGE 15 (1989)

APPENDIX N

Figure B



Source: Saskatchewan Education, 1989.

Notes:

Of the 4,565 northern residents who attempted schooling at the Grade IX to XII level, only 595 or 13% received a Grade XII Certificate. And of the 1,600 who enrolled in a university program, 750 or 47% received a degree.

The 1,600 northern residents with a university background include persons who have moved to the North for employment such as teachers, doctors, lawyers, and social workers.

From Interim Report to the Minister of Education by the Northern Education Task Force, 1989, LaRonge, SK: Government of Saskatchewan, Northern Education Task Force. Reprinted by permission.

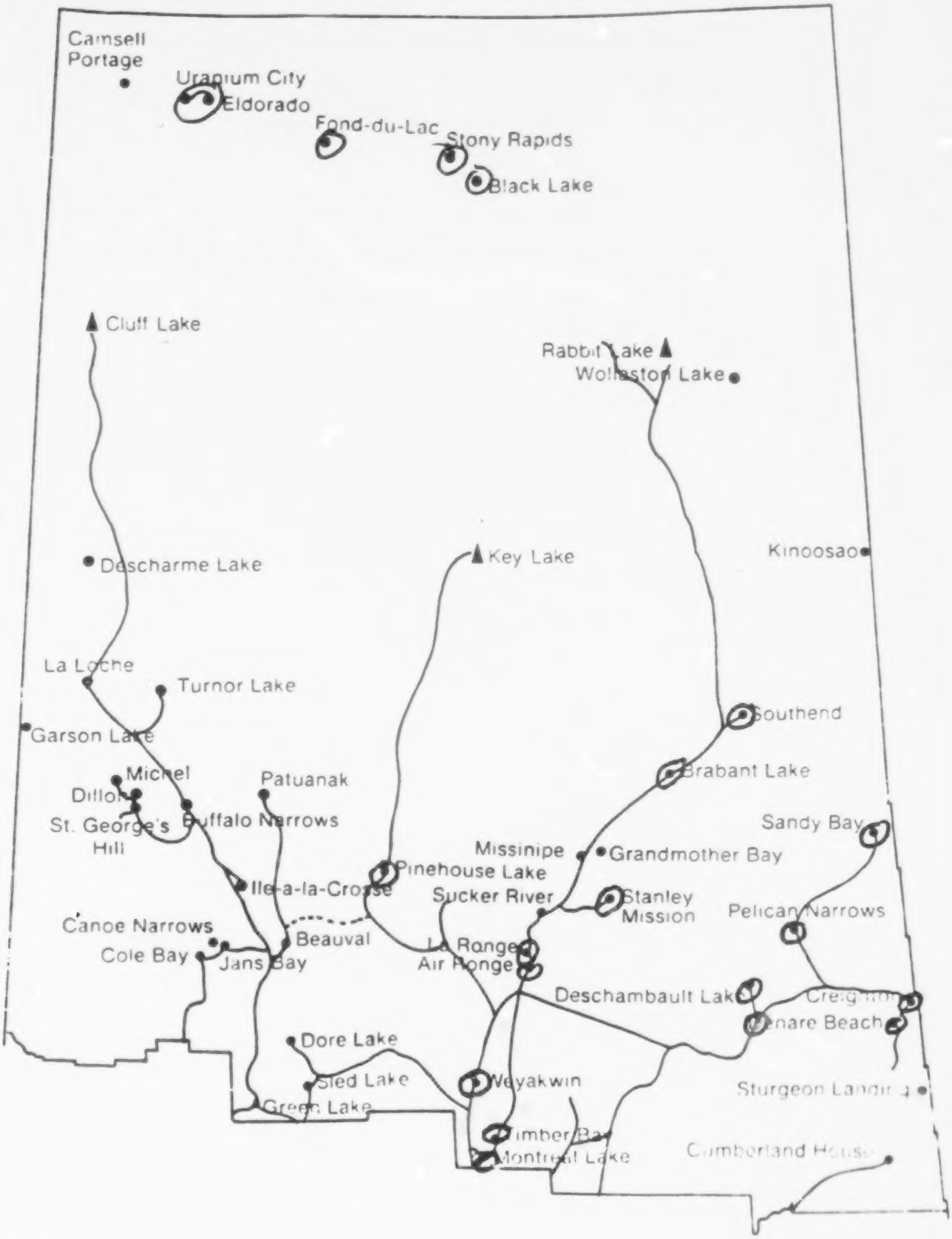
APPENDIX O

FIGURE C: DISTRIBUTION OF TUTORS AND LEARNERS ENROLLED IN NORTHLANDS CAREER COLLEGE LITERACY PROGRAM

APPENDIX O

Figure C

Distribution of Tutors and Learners Enrolled in Northlands Career College Literacy Program March 1989


Camsell Portage
Uranium City
Eldorado
Fond-du-Lac
Stony Rapids
Black Lake
Cluff Lake
Rabbit Lake
Wollaston Lake
Key Lake
Kinoosao
Descharme Lake
La Loche
Turnor Lake
Southend
Garson Lake
Michel
Dillon
St. George's Hill
Patuanak
Buffalo Narrows
Brabant Lake
Sandy Bay
Missinipe
Grandmother Bay
Pinehouse Lake
Ile-a-la-Crosse
Sucker River
Stanley Mission
Pelican Narrows
Canoe Narrows
Beauval
La Ronge
Cole Bay
Jans Bay
Air Ronge
Deschambault Lake
Creighton
Denare Beach
Dore Lake
Sled Lake
Weyakwin
Sturgeon Landing
Green Lake
Timber Bay
Montreal Lake
Cumberland House

APPENDIX P

EXAMPLES OF REPORTING FORMS USED BY COORDINATORS

APPENDIX P

Regional Psychiatric Centre (RPC)

Eight volunteers were available to tutor at RPC in 1988 - 3 from January to June and 5 from July to December. Not all volunteers have been matched yet.

Tutor Training

In 1988, READ Saskatoon added an information/orientation session to the basic tutor training to make three sessions for new volunteers. Three basic training sessions were held.

March - total attendance - 31   New READ tutors - 20
Sept. - total attendance - 35   New READ tutors - 30
Nov. - total attendance - 18   New READ tutors - 13
63

READ continues to train 1 or 2 people each session who already have someone to tutor.

Regular ongoing training was offered in the form of the Mini-training /Tutor Support Nights. Three sessions were held in 1988.

Oct. 19 - attendance - 10
Nov. 16 - attendance - 16
Dec. 6 - attendance - 7

The library's acquisition of tutor training videotapes from Literacy Volunteers of America and Alberta Advanced Education has provided an excellent resource for our workshops.

Special mention and thanks is given to Liz Rickards and Edna England for their help and support at training sessions. The coordinator also thanks the other Board members for their contributions to the workshops.

Tutors

There were 153 tutors registered with READ during the year. 60 names were dropped from the list for the following reasons:

Student stopped	5
Moved	15
Too busy, new job, etc.	10
Illness, family problems	5
Trained but never tutored	5
Didn't like it, no commitment	5
Fulfilled commitment	15

153 - 60 = 93 volunteers who are tutoring, waiting to be matched, RPC tutors and those who will call when available for matching. This number does not include those with their own students and out-of-town tutors trained by READ.

Age: Under 20 - 4, 20's - 41, 30's - 40, 40's - 31, 50's -18, 60's plus - 19.
Sex: Female - 123 (80%) Male - 30 (20%)

Students

There were 162 students registered with READ during the year. 67 names were dropped from the list for the following reasons:

Reached goal, no longer wants help, entered upgrading	33
Moved	13
Tutor stopped, may call	1
Too busy, lack of commitment	7
Illness, family problems	3
Moved before matching, no phone, special needs	10

162 - 67 = 95 students with tutors or waiting to be matched. 20 students were formerly registered with READ.

Age: Under 20 - 1, 20's - 55, 30's - 55, 40's - 34, 50's - 11, 60's plus - 6.
Sex: Female - 61 (38%) Male - 101 (62%)
ESL: 42 (26%) **Native:** 19 (12%)

Monthly Statistics

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 89
Calls to READ number	42	57	49	49	44	50	48	58	111	143	136	59	169
Tutor/student calls	64	52	57	49	48	44	43	33	54	46	69	43	86
Appointments	8	6	9	10	2	4	4	12	5	18	29	11	12
Interviews	6	3	8	7	2	2	2	8	3	14	27	8	12
Matches	9	4	1	15	4	2	2	0	7	27	13	12	9
Students waiting	4	5	13	4	4	8	12	27	23	10	26	17	23
Tutors waiting	8	5	15	8	4	1	0	3	5	9	11	3	17
Students stopped	3	7	4	6	6	5	2	4	5	10	5	8	9
Tutors stopped	2	4	5	0	3	2	8	5	4	6	4	2	2
Matched pairs	70	66	62	70	67	61	55	46	49	66	72	80	83

Feb. 21/89 - 93 pairs

Respectfully submitted
Sylvia M. Vicq
Feb. 21, 1989

Excerpt from Read Saskatoon Report 1988-1989, by Sylvia Vicq, February 21, 1989.

LITERACY PROGRAMME
MONTHLY REPORT

MONTH: FEBRUARY 89

BY: BOB CUNNINGHAM.

STATISTICS

a) PROGRAMME STATISTICS

PROGRAMME	LOCATION	# SESSIONS	ATTENDANCE
LEARNERS' GROUPS	CENT	14	43
BRW-AM	CENT	1	8
BRW-PM	CENT	1	21
ESL	CENT	6	58
BRW	R.P.	4	21
BRW ORIENTATION	G.E.	1	12
BRW	G.E	2	17
BRW ORIENTATION	S.A.	1	15
BRW	S.A.	3	30
BRW	S.V	3	26
TUTOR IN-SERVICE	S.V	1	25

b) QUERIES RECEIVED

	Phone	In-Person
Literacy	192	52
GED	37	17

c) TUTOR/LEARNER TEAMS AT WORK

	CENTRAL	BRANCHES	TOTAL
# tutor/learner teams active at month end	263	66	329
# tutors trained this month	57	0	57
# tutors waiting month-end	3	1	4
# learners waiting month-end	121	0	121

d) LEARNER STATISTICS

	CENTRAL	BRANCHES	TOTAL
# applied this month	37	0	37
- New Canadian	26	0	26
- Canadian born	11	0	11
REFERRAL SOURCES:			
FRIEND	14		14
TELEVISION	8		8
RELATIVE	3		3
AGENCY	3		3
UNKNOWN	3		3
RADIO	2		2
LIBRARY	2		2

REFERRAL SOURCES (Cont'd):	CENTRAL	BRANCHES	TOTAL
SIAST	1		1
EMPLOYER	1		1

e) TUTOR STATISTICS

	CENTRAL	BRANCHES	TOTAL
# applied this month	38	31	69
REFERRAL SOURCES:			
TELEVISION	11	13	24
RADIO	8	4	12
UNKNOWN	8		8
NEWSPAPER	6	8	14
LIBRARY	3	4	7
VOLUNTEER CENTRE	1		1
FRIEND	1	2	3
RELATIVE	1		1
REAL ESTATE GUIDE		1	1
AGENCY		1	1

MEETINGS/ACTIVITES - L.C. - February, 1989

Internal

Feb. 1 - Mary attended Supervisors' meeting
3 - Mary met with Bob re ESL Training
7 - Mary met with Bev re matching procedures
27 - Literacy Programmers' Meeting

Committee

Feb. 1 - Learners' meeting to plan April conference.

External

NONE.

Media Contacts

NONE.

From Monthly Report, February 1989, by B. Cunningham, Regina Public Library Literary Program.

Northlands Career College

LITERACY PROGRAM
NORTHLANDS COLLEGE

STUDENTS — September 1988 - March 1989

Enrolled	80

ETHNIC ORIGIN OF STUDENTS

Treaty	32
Metis	34
Non-Status	4
Caucasian	8
Non Declared	2

AGE RANGES

Under 20 years	17
21 - 30 years	17
31 - 49 years	32
50 & Over	14

EDUCATIONAL BACKGROUND

No formal schooling	15
Grade I - V	25
Grade VI - VIII	19
Beyond Grade VIII	13
Not Known	8

REASONS GIVEN FOR ENROLLING

Basic Literacy Read & Write	31
Upgrade Skills	26
Prepare for Further Education	15
Obtain Drivers License	5
Get a Better Job	1
Fill out Job Applications	1
Read the Bible	1

DISCONTINUED -	16
Reasons Given:	
Found Work	2
Lost Interest	3
Returned to School	1
Left the Community	2
Program did not meet needs	1
Other tutoring arrangements made	1
Acheived Goal - Drivers License	1
Young Offenders Discharged	5

TUTOR PROFILE

Number of volunteer & paid tutors recruited - 63

Number of volunteer & paid tutors matched with students - 59

EDUCATIONAL AND/OR WORK EXPERIENCE

Teachers	15	B.A.	7
Medical Field	3	1 Year University	9
Secretaries	4	Grade XII	10
Resource Officer	1	Grade XI	1
Library Tech	1	Grade X	3
S. Work Training	3	Grade IX	1
Accounting Clerk	1	Grade VIII	2
Master of Divinity	1		
Trade School	1		
		Total 63	

TUTOR TRAINING

All tutors who have been matched with learners have been given orientation by Literacy Facilitator. This is followed up by monthly contacts, telephone consultation and support and monthly reporting by the tutor on the program form.

In communities where there is a Learning Center, the instructor is available for consultation, provision of materials, etc.

In addition the following training sessions have been provided in the past six months.

La Ronge	Sept. 12, 1988	Workshop	8 hours
Creighton	Jan. 9, 1989	Orientation Session	
Creighton	Jan. 19-20, 1989	Workshop	10 hours
La Ronge	Feb. 6, 1989	ESL Workshop	2 hours
Beauval	Feb. 18, 1989	Workshop	8 hours
Buffalo Narrows	Feb. 27, 1989	Workshop	2 hours

INITIAL ASSESSMENT

Up to this point there has been no provision for formal assessment in the program. Informal assessments are carried out by the literacy tutors. Tutors are encouraged to discover students areas of strengths and weaknesses as well as special interests to determine a starting point. Graded lists and passages are sometimes used to select appropriate reading levels.

STUDENT PROGRESS

Student progress is monitored through the monthly reports on students submitted by the tutor. These reports as well as community visits and telephone contacts are used to assist tutors in their instruction and for the provision of skill training and goal reassessment for the students.

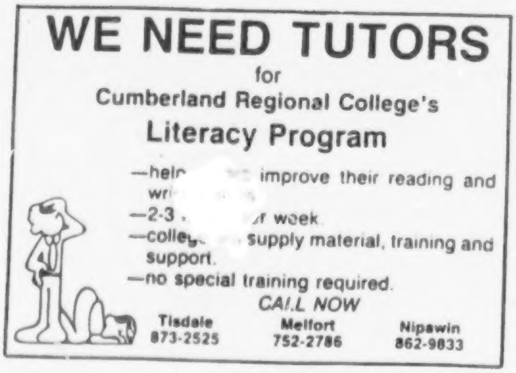
Pat Burke
Literacy Facilitator
La Ronge Program Center
March 31, 1989

From Literacy Program Report, September 1988-March 1989, by Pat Burke, Northlands Career College, LaRonge, SK.

APPENDIX Q

EXAMPLES OF LITERACY PROGRAM PUBLICITY

APPENDIX Q



WE NEED TUTORS

for
Cumberland Regional College's
Literacy Program

- —help [illegible] improve their reading and wri[illegible]
- —2-3 [illegible]r week.
- —college [illegible] supply material, training and support.
- —no special training required.

CALL NOW

Tisdale
873-2525

Melfort
752-2786

Nipawin
862-9833

Living In The Dark?

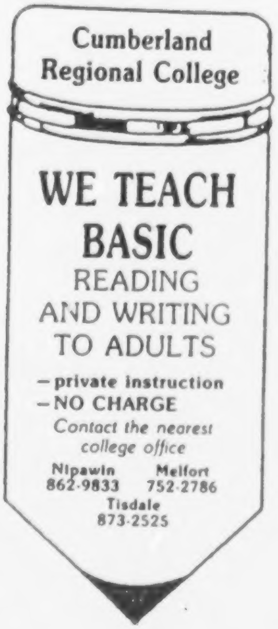
Cumberland Regional College
has a program
to help you or your friend
READ AND WRITE BETTER
—Private lessons —NO charge —volunteer tutors

CALL US

Nipawin
862-9833

Melfort
752-2786

Tisdale
873-2525



Cumberland
Regional College

WE TEACH BASIC

READING
AND WRITING
TO ADULTS

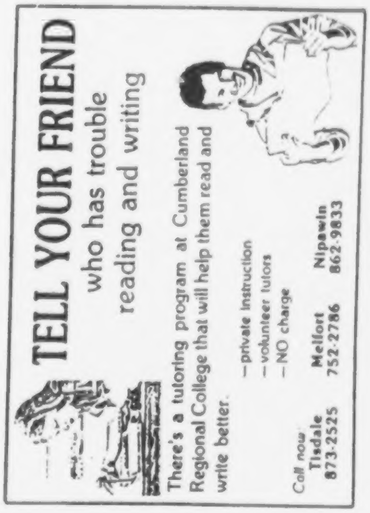
- **private instruction**
- **NO CHARGE**

Contact the nearest college office

Nipawin
862-9833

Melfort
752-2786

Tisdale
873-2525



TELL YOUR FRIEND

who has trouble
reading and writing

There's a tutoring program at Cumberland Regional College that will help them read and write better.

- —private instruction
- —volunteer tutors
- —NO charge

Call now:

Tisdale
873-2525

Melfort
752-2786

Nipawin
862-9833

SHARE YOUR SKILL

Reading is a learned skill
An estimated 19% of
Saskatchewan adults are
functionally illiterate

These people are very capable in other areas.
But they need to improve their reading and writing skills
YOU HAVE THESE SKILLS; WHY NOT SHARE?
For more information,
contact the nearest Cumberland Regional College office

Tisdale
873-2525

Melfort
752-2786

Nipawin
862-9833

XUS BSH NAYG VGDO?	CAN YOU READ THIS?
CY ZRXC HSLTRU, ZLQE QEBPB MXDBP ILLH QEB PXJB.	TO SOME ADULTS, BOTH THESE PAGES LOOK THE SAME.
EBIM PLJBLKB FJMOLSB QEBFO YXPFZ OBXAFKD XKA TOFQFKD PHFIIP.	HELP SOMEONE IMPROVE THEIR BASIC READING AND WRITING SKILLS.
SLIRKQBBO QL QRQLO CLO QIF EJRLB ATP TBBH. TB MOLJKDS BTVWHAZPU, CNEGJUBP IPD BTWGZNM.	VOLUNTEER TO TUTOR FOR TWO HOURS PER WEEK. WE PROVIDE MATERIALS, TRAINING AND SUPPORT.

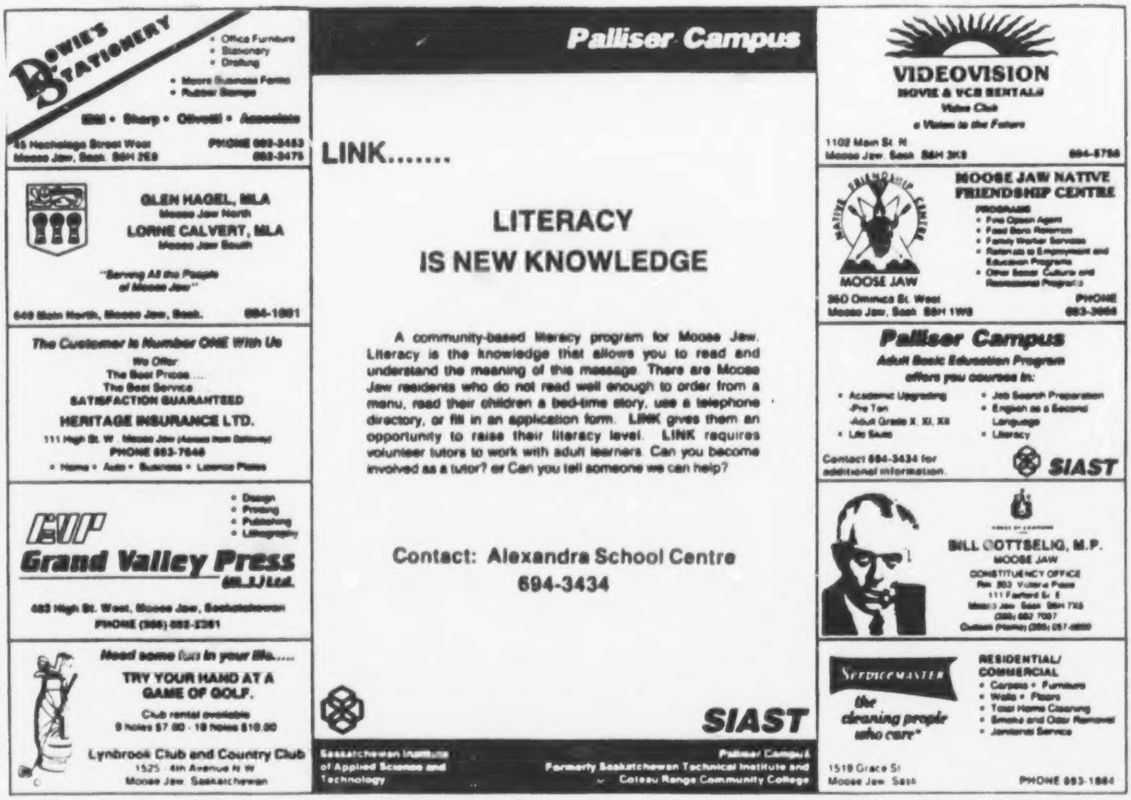
For more information, contact the nearest Cumberland Regional College office.

Tisdale
873-2525

Melfort
752-2786

Nipawin
862-9833

From Cumberland Regional Literacy Program Posters, Melfort, SK, 1989 supplied by B. Henderson.



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Moose Jaw, Sask. S6H 2G9
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1525 - 4th Avenue N.W.
Moose Jaw, Saskatchewan

Palliser Campus

LINK.......

LITERACY
IS NEW KNOWLEDGE

A community-based literacy program for Moose Jaw. Literacy is the knowledge that allows you to read and understand the meaning of this message. There are Moose Jaw residents who do not read well enough to order from a menu, read their children a bed-time story, use a telephone directory, or fill in an application form. LINK gives them an opportunity to raise their literacy level. LINK requires volunteer tutors to work with adult learners. Can you become involved as a tutor? or Can you tell someone we can help?

Contact: Alexandra School Centre
694-3434

SIAST

Saskatchewan Institute of Applied Science and Technology

Palliser Campus
Formerly Saskatchewan Technical Institute and
Coteau Range Community College

VIDEOVISION
MOVIE & VCR RENTALS
Video Club
a Vision to the Future

1102 Main St. N
Moose Jaw, Sask. S6H 3K8
694-5756

MOOSE JAW NATIVE FRIENDSHIP CENTRE

PROGRAMS
- Fine Option Agent
- Food Bank Referrals
- Family Worker Services
- Referrals to Employment and Education Programs
- Other Social, Cultural and Recreational Programs

MOOSE JAW
360 Ominica St. West
Moose Jaw, Sask. S6H 1W8
PHONE
693-3666

Palliser Campus
Adult Basic Education Program offers you courses in:
- Academic Upgrading
  - Pre Ten
  - Adult Grade X, XI, XII
- Life Skills
- Job Search Preparation
- English as a Second Language
- Literacy

Contact 694-3434 for additional information.

SIAST

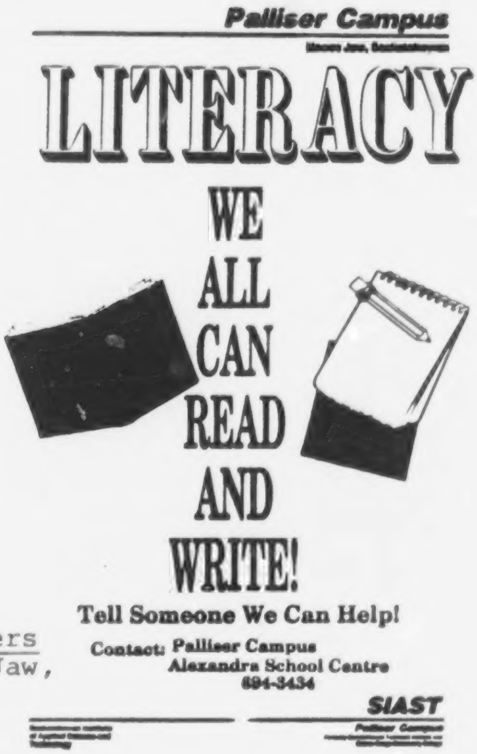
HOUSE OF COMMONS

BILL GOTTSELIG, M.P.
MOOSE JAW
CONSTITUENCY OFFICE
Rm. 203 Victoria Place
111 Fairford St. E
Moose Jaw Sask. S6H 7X5
(306) 692 7007
Outlook (Home) (306) 867-[illegible]

ServiceMaster
the cleaning people who care

RESIDENTIAL/
COMMERCIAL
- Carpets • Furniture
- Walls • Floors
- Total Home Cleaning
- Smoke and Odor Removal
- Janitorial Service

1519 Grace St
Moose Jaw, Sask.
PHONE 693-1884



Palliser Campus
Moose Jaw, Saskatchewan

LITERACY

WE
ALL
CAN
READ
AND
WRITE!

Tell Someone We Can Help!

Contact: Palliser Campus
Alexandra School Centre
694-3434

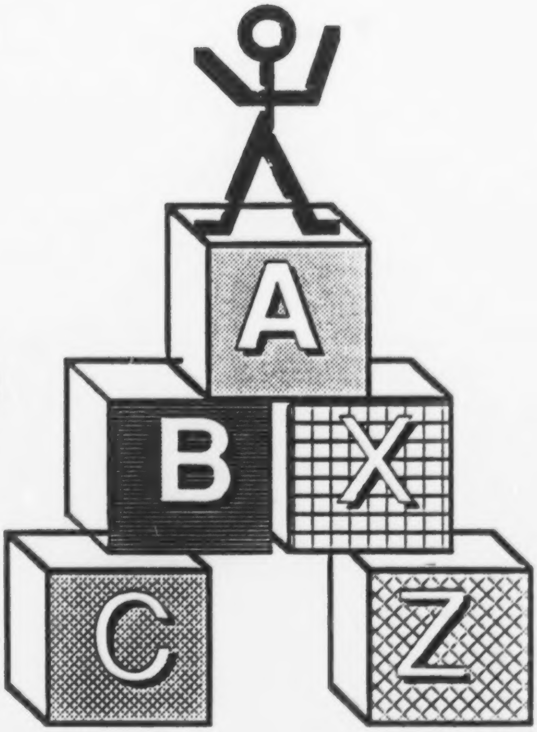
SIAST

Saskatchewan Institute of Applied Science and Technology

Palliser Campus

From SIAST Palliser Literacy Program Posters and Placemats, Moose Jaw, SK, 1989 supplied by G. Grosy.

Do you want to get up in the world?

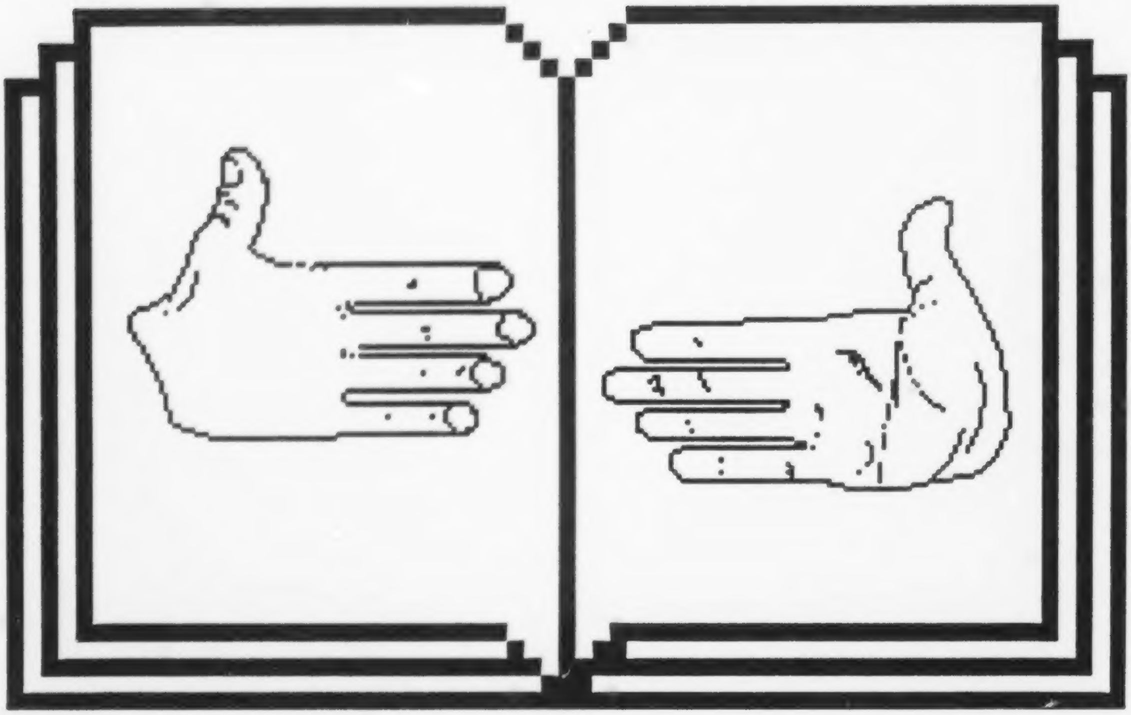


One way is to improve your reading and writing skills

Inquire about the Literacy program which is being offered at Cypress Hills Regional College.

Call the Literacy Co-ordinator at Cypress Hills Regional College
197 4th Ave. N.W., Swift Current, Sask. S9H 0T7 773-1531

BE A TUTOR



Each one reach one

Cypress Hills
Regional
College

197 4th Ave. N.W., Swift Current, Sask. S9H 0T7 773-1531

JOIN THE ABE/ESL TEAM!

BECOME A LEARNER!

...in private, improve, your reading and/or writing skills up to a grade 12 level

BECOME A TUTOR!

...volunteer 3-4 hours weekly to help someone learn

TELL A FRIEND!

...about this great program which helps people gain confidence. Maybe this friend will join the team.

INTERESTED?

For more information or to register, phone
Bobbie Baker
Cypress Hills Regional College
773-1531

Cypress Hills
Regional
College

197 4th Ave. N.W., Swift Current, Sask. S9H 0T7 Phone 7731531

LEARN-TO-READ PROGRAM

A Tutor is asked to commit herself/himself to:

1. Attend a basic reading workshop for a total of 20 hours.
2. Tutor a student for two hours every week for 50 - 80 hours
3. Report student progress to co-ordinator
4. Attend in-service work- shops as required.

This is a program of volunteers working on a one-to-one basis with a student assigned to them.

Time and place is arranged between the two individuals concerned.

Materials for workshop and totoring are made available to tutor and student.

THIS COULD BE THE MOST SATISFYING EXPERIENCE OF YOUR LIFE.

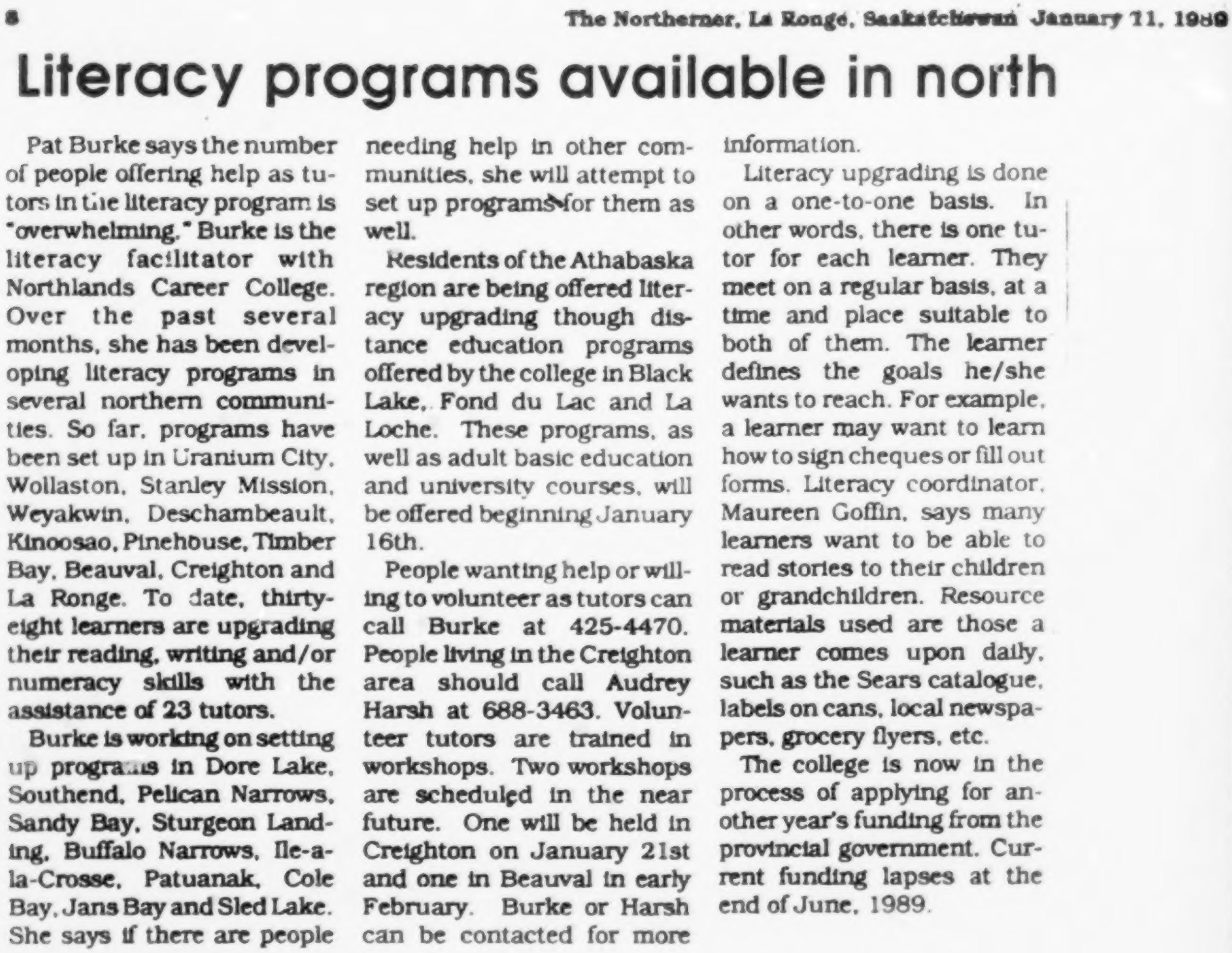
Contact the co-ordinator:
BESS GILKINSON at
764-6671

SIAST
Woodland Campus

From Literacy Program Brochure, SIAST Woodland Campus, Prince Albert, SK, 1989 supplied by B. Gilkinson.

SIAST
Woodland Campus

LEARN TO READ



Literacy programs available in north

Pat Burke says the number of people offering help as tutors in the literacy program is "overwhelming." Burke is the literacy facilitator with Northlands Career College. Over the past several months, she has been developing literacy programs in several northern communities. So far, programs have been set up in Uranium City, Wollaston, Stanley Mission, Weyakwin, Deschambeault, Kinoosao, Pinehouse, Timber Bay, Beauval, Creighton and La Ronge. To date, thirty-eight learners are upgrading their reading, writing and/or numeracy skills with the assistance of 23 tutors.

Burke is working on setting up programs in Dore Lake, Southend, Pelican Narrows, Sandy Bay, Sturgeon Landing, Buffalo Narrows, Ile-a-la-Crosse, Patuanak, Cole Bay, Jans Bay and Sled Lake. She says if there are people needing help in other communities, she will attempt to set up programs for them as well.

Residents of the Athabaska region are being offered literacy upgrading though distance education programs offered by the college in Black Lake, Fond du Lac and La Loche. These programs, as well as adult basic education and university courses, will be offered beginning January 16th.

People wanting help or willing to volunteer as tutors can call Burke at 425-4470. People living in the Creighton area should call Audrey Harsh at 688-3463. Volunteer tutors are trained in workshops. Two workshops are scheduled in the near future. One will be held in Creighton on January 21st and one in Beauval in early February. Burke or Harsh can be contacted for more information.

Literacy upgrading is done on a one-to-one basis. In other words, there is one tutor for each learner. They meet on a regular basis, at a time and place suitable to both of them. The learner defines the goals he/she wants to reach. For example, a learner may want to learn how to sign cheques or fill out forms. Literacy coordinator, Maureen Goffin, says many learners want to be able to read stories to their children or grandchildren. Resource materials used are those a learner comes upon daily, such as the Sears catalogue, labels on cans, local newspapers, grocery flyers, etc.

The college is now in the process of applying for another year's funding from the provincial government. Current funding lapses at the end of June, 1989.

From The Northerner, La Ronge, SK, January 11, 1989. Newspaper publicity for Northlands Career College Literacy Program.

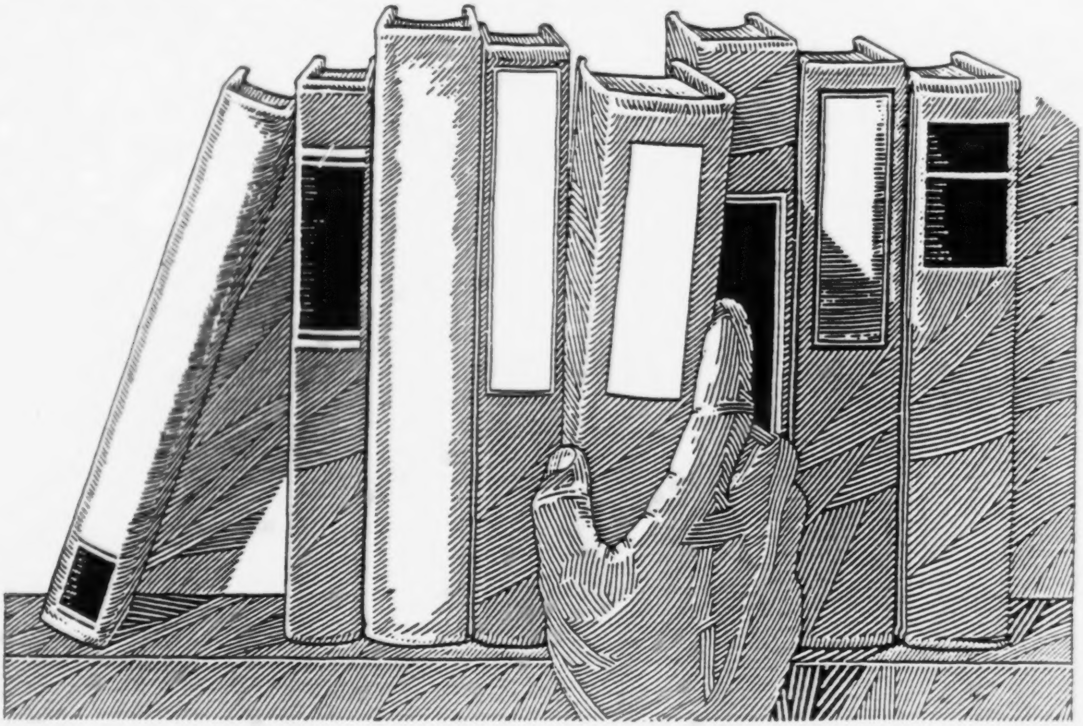
LITERACY VOLUNTEERS

Regina Public Library offers concentrated practical workshops designed to provide volunteer tutors with the basic skills to help adults learn to read. Orientation sessions provide full information on the Literacy Volunteers program. Please pre-register at 777-6009.

Orientation: Thursday, May 4
10:00-11:00 a.m. **or** 7:00-8:00 p.m.

Workshops: Mondays & Thursdays, May 8-June 1 (7 sessions)
9:30-11:30 a.m. **or** 6:45-8:45 p.m.

Public Meeting Room, 2nd Floor ♿
Central Library, 2311-12th Avenue



Regina Public Library

APPENDIX R

DEMOGRAPHIC INFORMATION ON LEARNERS (Tables C-G)

APPENDIX R

Table C

Volunteer Programs: Age and Gender Distribution of Learners Interviewed

	Gender		
Age Range	**Female**	**Male**	**Total**
15-19	2	6	8
20-29	9	15	24
30-39	10	8	18
40-49	0	4	4
50-59	1	3	4
60-69	2	0	2
70 & over	0	0	0
Unknown	1	4	5
TOTALS	25	40	65

Table D

Volunteer Programs: Marital Status by Gender of Learners Interviewed

	Gender		
Marital Status	**Female**	**Male**	**Total**
Single	10	23	33
Separated	2	3	5
Married	9	11	20
Widowed	0	0	0
Common-law	1	0	1
Unknown	3	3	6
TOTALS	25	40	65

Table E

Volunteer Programs: First Language by Gender of Learners Interviewed

	Gender		
First Language	**Female**	**Male**	**Total**
English (Non-ESL)	13	23	36
ESL	12[a]	17[b]	29
TOTALS	25	40	65

Note. [a] Includes learners whose first languages are Cree - 4, Dene - 1, French - 1, other European - 2, Asian - 1, Middle Eastern - 2, Unknown - 1.

[b] Includes learners whose first languages are Cree - 6, Dene - 6, Saulteaux- 1, European - 2, Unknown - 2.

Table F

Volunteer Programs: Educational Attainment by Gender of Learners Interviewed

	Gender		
Educational Level Attained	**Female**	**Male**	**Total**
No Formal Schooling	1	2	3
Grade 1-4	4	3	7
Grade 5-8	5	12	17
Grade 9-12	5	4	9
University	2	1	3
Vocational Training	0	0	0
Special Education	0	1	1
Unknown[a]	8	17	25
TOTALS	25	40	65

Note. [a] Includes six individuals with mental handicaps and other individuals who did not state educational level attained.

Table G

Volunteer Programs: Employment Status by Gender of Learners Interviewed

	Gender		
Employment Status	**Female**	**Male**	**Total**
Employed	6	22	28
Unemployed	15	16	31
Retired	3	0	3
Unknown	1	2	3
TOTALS	25	40	65

APPENDIX S

EXAMPLES OF LITERACY LEARNERS' WRITING

Nov. 1. 1988

APPENDIX S

Foster parenting is enjoyable. There is a lot of work involved in fostering. We are looking for more foster homes in La Ronge.

Doctor Social Worker

hospital drugs clinic

is

a Association appointment

lot

in

looking Foster Parent Association

for

therapy a-ppoint-men

Fostr parint parent parent

is a lot of

work work for

i j f

Association

Foster Parent Association

Monday Tuesday

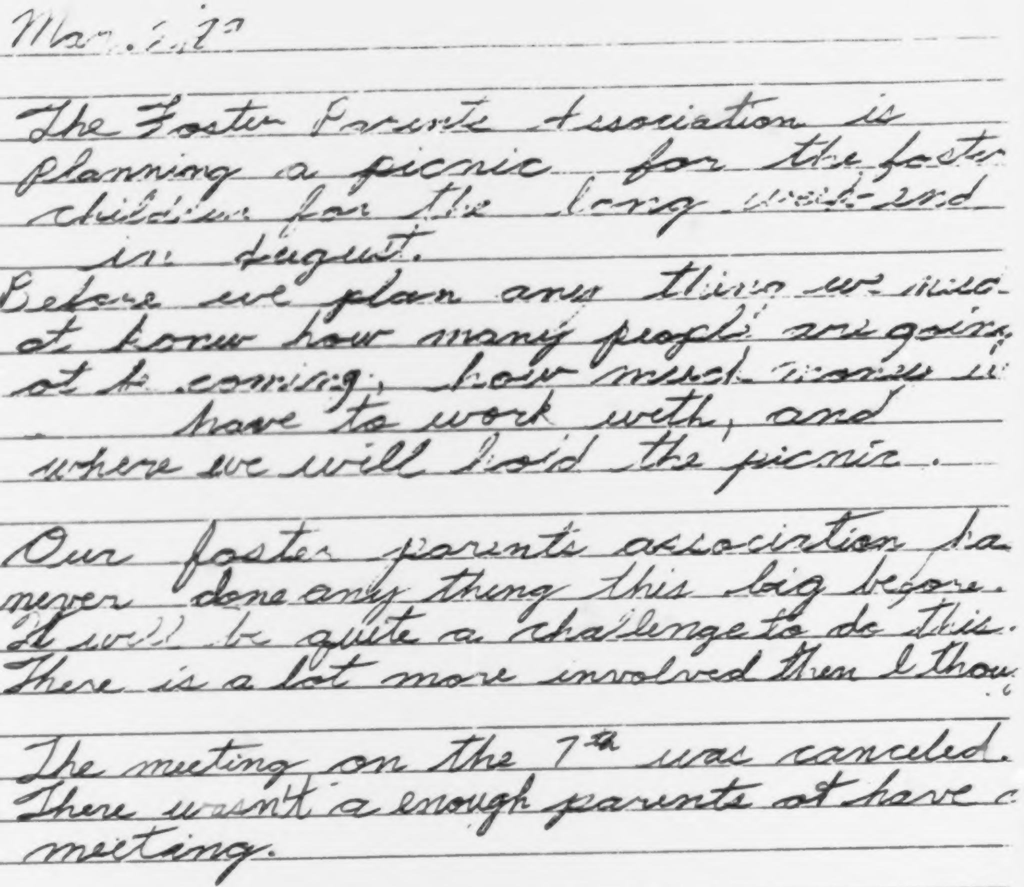
Saturday

Friday Wednesday

Sunday

Thursday

The writing of Stan, a learner at outset of tutoring, October 1988.



Mar. [illegible]

The Foster Parents Association is
planning a picnic for the foster
children for the long week-end
in August.
Before we plan any thing we need-
ot konw how many peopl are going
ot be coming, how much money w
have to work with, and
where we will hoid the picnic.

Our foster parents assocition ha
never done any thing this big before.
It will be quite a challenge to do this.
There is a lot more involved then I thou

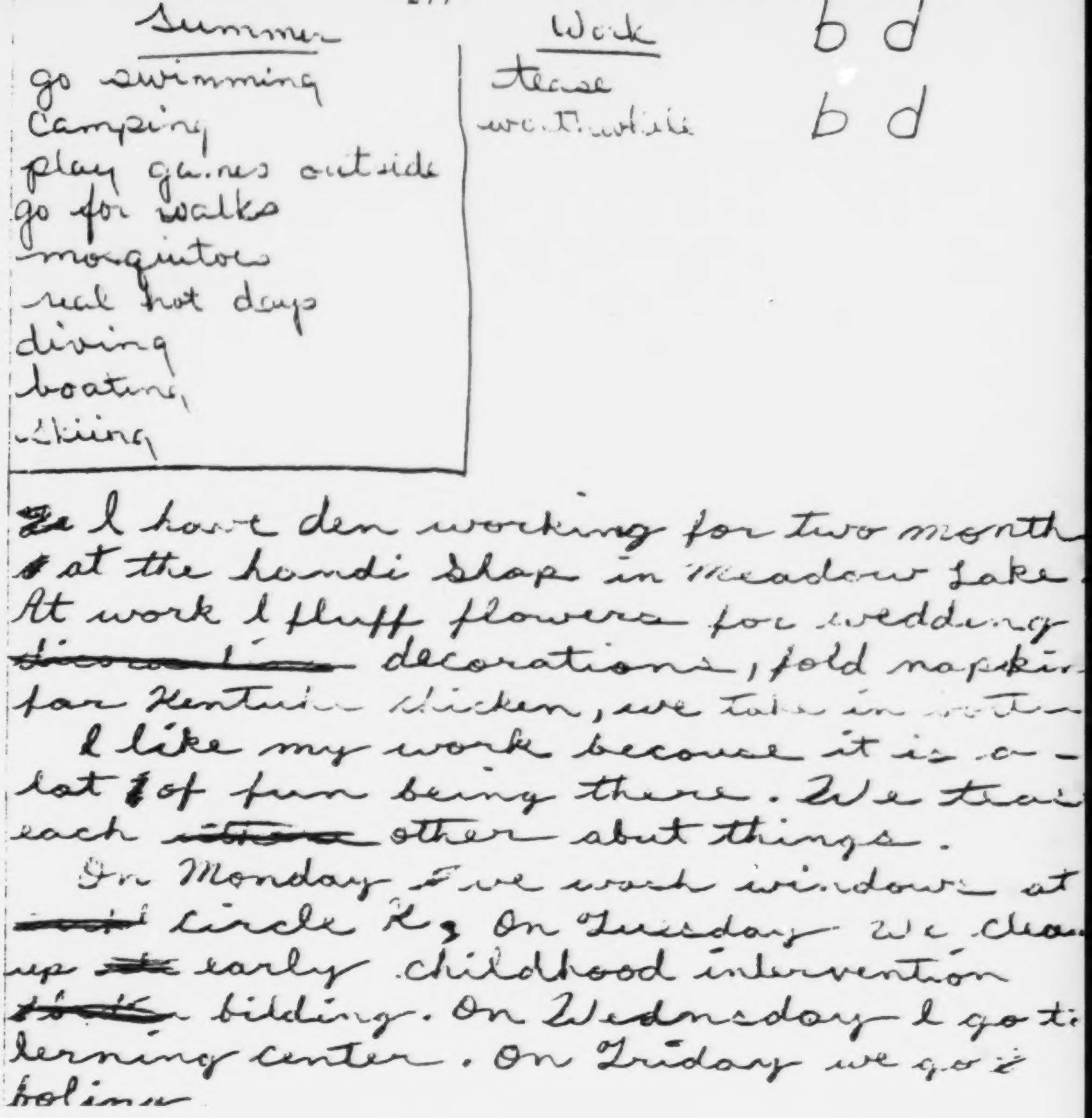
The meeting on the 7th was canceled.
There wasn't a enough parents ot have a
meeting.

The writing of Stan, a learner after 8 months of twice weekly tutoring.

I have been going to the trapline since I was a baby. The trapline is at Wathimun Lake. Sometimes I came to town and would go back. Sometimes I would go out to set the traps. We trapped minks, squirrels, weasels, muskrats, foxes. I skinned them and I sold them.

When I was a baby all the family went to the trapline. When my brothers and sisters got older they would stay in to go to school. Some of my sisters went to Prince Albert. There's two brothers and one sister, they didn't go to school. My other two brothers went to school in Prince Albert. Some of my sisters went to school here and in Otter Lake. My parents wanted me to stay with them. I wanted to go to school. My mom said yes. My dad said no.

The story of Lonnie, a 17 year old woman who had not attended school.



Summer

go swimming
Camping
play games outside
go for walks
mosquitoes
real hot days
diving
boating
skiing

Work

tease
[illegible]

b d
b d

I have den working for two month at the handi Shop in Meadow Lake. At work I fluff flowers for wedding decorations, fold napkin for Kentuk chicken, we take in [illegible]

I like my work becouse it is a lot of fun being there. We tea each other abut things.

On Monday we wash windows at circle K, On Tuesday we clea up early childhood intervention bilding. On Wednesday I go t lerning center. On Friday we go bolina

The writing of a young woman with a mental disability who is progressing well with literacy tutoring.

APPENDIX T

EXAMPLES OF LEARNER REGISTRATION FORMS

APPENDIX T
LEARNER REGISTRATION FORM

DATE: ______________________

NAME: (MR/MS/MRS/MISS) ______________________

ADDRESS: ______________________

POSTAL CODE ______________________

PHONE: HOME ____________ EMPLOYMENT ____________

Where is the best place to phone you? Home ____ Work ____

morning ____ afternoon ____ evening ____ anytime ____

Where did you go to school? ______________________

What grade did you finish? ______________________

What other courses/training have you taken? ____________

____

When is the best time to meet for classes or with a tutor?

morning ____ afternoon ____ evening ____ weekdays ____

weekends ____

Is there anytime you cannot take lessons? ____________

Do you have transportation? Yes ____ No ____

How far can you travel? ______________________

Where would you like to meet for tutoring? ____________

How old are you? 20's ___ 30's ___ 40's ___ 50's ___ 60's+ ___

What kind of tutor would you prefer?

male ___ female ___ doesn't matter ___

20's __ 30's __ 40's __ 50's __ 60's+ __ doesn't matter __

What would you like to learn from this program?

DATE INTERVIEWED: ______________________

COMMENTS: ______________________

MATCHED WITH: ______________________

DATE STARTED: ______________________

DATE COMPLETED: ______________________

REASON FOR LEAVING: ______________________

COMMENTS: ______________________

From SIAST Palliser Literacy Program Learner Registration Form, 1989 supplied by G. Grosy.

READ Saskatoon Student Registration Date___________

Name____

Address____Postal Code____________

Telephone_____________________________________ Age____________________

Where do you work?____

If you are not working, what kind of job would you like to have?

____

Do you drive a car or truck?___________ or use the bus?___________

How long did you go to school?_____________________________________

Why did you leave school?____

What do you want to learn with READ Saskatoon?

____

____

What do you read?____

If you could read well, what would you like to read about?_________

____

What do you like to do in your spare time?_________________________

____

Who told you about READ Saskatoon?__________________________________

When can you meet with your tutor?_________________________________

Can you meet a tutor more than once a week?________________________

Would you like a man tutor_____a woman tutor_____ doesn't matter____

Would you like a young tutor _______ or an older tutor_______?

Did you speak another language before learning English?____________

How long have you been in Canada?__________________________________

Tutor____Date_________________

From Read Saskatoon Literacy Program supplied by S. Vicq.

CHRC ADULT BASIC READING STUDENT

REGISTRATION AND PROFILE SHEET

Date Completed:

Name: ______________________________ Age: __________
surname first middle

Address: ______________________________ Telephone: Res __________
______________________________ Bus __________
Postal Code ______________

Contact: How did you become aware of this class? ____________________

Age __________ Family Status ______________________________

Ethnic or Racial Group ____________________ Employed? __________

Where employed and nature of work and hours ? ____________________
____

Estimates of: General Health good _____ fair _____ poor _____
Vision good _____ fair _____ poor _____
Hearing good _____ fair _____ poor _____

Additional comments on health: ______________________________
____

School Background: Highest grade completed? ____________________

Overall Opinion of School ______________________________

When were reading problems first evident? ____________________

What kind of difficulties? ______________________________

What special help have you had? ______________________________

Estimated reading level or test scores: ____________________

What hobbies or interests do you have? ____________________
____

Why are you seeking help at our program? ____________________

Is it you who desire the help or is it someone else's idea? __________
____

Time and days available for studying ______________________________
____

Tutor prefences: male/female ______________ Age: ______________

Tutor Assigned: ____________________ Date Started ______________
____________________ ______________
____________________ ______________

From Cypress Hills Regional College Literacy Program supplied by B. Baker.

CHCC READING STUDENT TEST RESULTS

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

DATE: ____________________

TEST USED: ____

RESULT: ____

RECOMMENDATIONS: ____

CHCC READING STUDENT PROGRAMS

STATE PROGRAM, RECOMMENDATIONS, MATERIALS, and COMMENTS

DATE: ______________

MATERIALS, ETC. ____

____

____

____

DATE: ______________

MATERIALS, ETC. ____

____

____

____

DATE: ______________

MATERIALS, ETC. ____

____

____

____

DATE: ______________

MATERIALS, ETC. ____

____

____

____

APPENDIX U

EXAMPLES OF TUTOR STUDENT MATCHING INFORMATION PROVIDED TO TUTORS

APPENDIX U

Tutor-Student Matching Information

Types of people who call - aged 20 to 86; about one-third are improving their English which is a second language (ESL); some natives; some had limited opportunities when young; some moved alot; some had undetected hearing loss; some didn't get special help when needed. Most have trouble in their day-to-day lives coping with print.

Reasons for calling -
- to write letters, cheques, notes to teacher, grocery lists
- to get driver's license, GED preparation, Fireman's papers
- to fill in job applications, to get a better job, to keep present job
- to read maps, place names, signs, recipes, medication instructions, repair manuals, report cards, notices from school
- "...so I don't have to ask my sister." or "...to talk back to my husband." ie. to gain some self-confidence and independence

Student interview
- explain what READ offers eg. anonymity, one-to-one, once per week for a year, help with what the student wants help with, no cost except student's commitment
- complete registration form - asks "What do you want help with?", "What are your hobbies?", "When can you meet a tutor?", "Do you prefer a man or woman for your tutor?", etc.
- informal assessment - graded word lists and paragraphs, some spelling, some creative writing
- talk about commitment and working between meetings eg. "You are the one that wants to improve your reading and writing so you are the one that has to do the work."
- show some of the available materials

Matching
- tutor receives information about student assessment, goals, hobbies, meeting times, etc.
- student receives name only of tutor
- tutor calls student and sets up meeting time and place

Ongoing Support
- coordinator calls tutor every six weeks for progress report on materials, techniques being used; problems encountered; etc.
- tutor receives READ newsletter
- coordinator calls students regularly for their opinion about progress and problems, etc.
- tutor invited to further in-service training throughout the year

Rematching - due to relocation, employment, lack of commitment, or other reasons.

From Read Saskatoon Literacy Tutor Training Kit (1989) supplied by Sylvia Vicq.

APPENDIX V

EXAMPLES OF LEARNER GOAL ACHIEVEMENT

APPENDIX V

Some Successes Achieved by READ Students

(as reported by their tutors)

-a young mother read her child's report card unaided for the first time

-a middle-aged school caretaker wrote an "Out of Order" sign for a washroom stall

-a retired man wrote a "Wet Paint" sign for his newly painted front steps

-an elderly lady wrote a letter (the first she had ever written) to her husband when she was on a trip

-a grandmother wrote her first letter to her granddaughter

-an elderly lady wrote a message in her Christmas cards for the first time

-a young man chose an appropriate birthday card for his wife ie. chosen for the message not the picture

-a grandmother read, for the first time, the Mother's Day cards she received

-a young man filled in a job application himself without taking it home to his wife

-a young man who was renting part of his home learned how to write a receipt for rent received

-several students passed GED exams or job-related upgrading tests or were able to qualify for further training

-several students subscribed to the newspaper or magazines

-several students were able to shop for groceries and read about what they were buying instead for choosing by the picture

-a young mother was able to read nutrition and child care information and to read new recipes for a more varied diet

-a man in his 40's now writes his own cheques and also filled out his unemployment "cards" for the first time

-an older woman learned how to use the TV guide and the phone book and now does not need to ask her family for help

-a older man learned how to write "Happy Anniversary" so he could send a card to his friends

-a man in his 40's says, "I now read for pleasure."

From Read Saskatoon Literacy Tutor Training Kit (1989) supplied by Sylvia Vicq.

APPENDIX W

DEMOGRAPHIC INFORMATION ON TUTORS (Tables H-K)

APPENDIX W

Table H

Volunteer Programs: Age and Gender Distribution of Tutors Interviewed

	Gender		
Age Range	**Female**	**Male**	**Total**
15-19	0	0	0
20-29	9	0	9
30-39	7	4	11
40-49	10	1	11
50-59	6	0	6
60-69	11	3	14
70 & over	2	2	4
Unknown	11	0	11
TOTALS	56	10	66

Table I

Volunteer Programs: Marital Status by Gender of Tutors Interviewed

	Gender		
Marital Status	**Female**	**Male**	**Total**
Single	8	2	10
Separated	1	0	1
Married	31	3	34
Widowed	1	0	1
Unknown	15	5	20
TOTALS	56	10	66

Table J

Volunteer Programs: Employment Status by Gender of Tutors Interviewed

Employment Status	Gender Female	Male	Total
Employed	28	3	31
Unemployed	13	2	15
Retired	11	5	16
Unknown	4	0	4
TOTALS	56	10	66

Table K

Volunteer Programs: Educational Attainment by Gender of Tutors Interviewed

Educational Level Attained	Gender Female	Male	Total
Less than Grade 12	1	1	2
Grade 12	8	0	8
Vocational Training	6	1	7
Some University*	11	1	12
One or More Degrees	11	5	16
Unknown	21	0	21
TOTALS	58	8	66

Note. *Includes teacher training not resulting in a degree (e.g., teachers' college).

APPENDIX X

EXAMPLES OF VOLUNTEER-TUTOR JOB DESCRIPTION AND REGISTRATION FORMS

RIGHTS AND RESPONSIBILITIES OF AEE/ESL TUTOR

Tutors will:

1. be given information about the AEE/ESL Individualized Program
2. be trained as a co-worker - member of the AEE/ESL team
3. recieve training before and during the assignment
4. be given a suitable assignment
5. be given guidance and direction
6. be given regular feedback on work done

Tutors have the responsibility to:

1. be ethical, especially in discussing learner, co-worker and the program
2. be willing to participate in pre-service training, in-service workshops, and evaluations
3. be willing to make contributions to the newsletter and to assist in some publicity work
4. carry out duties reliably and punctually
5. tutor the learners a minimum of two hours per week for a period of one year
6. notify the learners when an appointment cannot be met
7. assess what the learners need and want to learn; assess progress and give feedback to the learners; find materials which will fulfill these requirements as meaningfully as possible; be familar with the resources in the office
8. plan lessons thoroughly; prep time will take at least as long as instructional time.
9. keep a record of lessons taught and time spent tutoring
10. phone or visit the co-ordinator at least once a month
11. inform the co-ordinator of any problems or concerns or incompatibility with the learners

Contract

I herby accept the rights and responsibilities of being a tutor. I promise to learn all I can about tutoring and use what I learn in planning the sessions. I will remember to respect the learner and value his/her input in designing his/her own program.

Date ____________ Signature ____________________

Cypress Hills Regional College Literacy Program supplied by B. Baker (1989).

APPENDIX X

CARLTON TRAIL REGIONAL COLLEGE

VOLUNTEER TUTOR JOB DESCRIPTION

ROLE: To assist an adult learner to develop/improve reading and writing skills.

RESPONSIBILITIES:

- attend tutor orientation and in-service workshops
- arrange initial meeting with adult learner; notify learner of any changes in meeting times
- foster an envivonment in which the learner feels comfortable and able to learn
- plan lessons in accordance with learners' goals, learning needs and interests
- report to the co-ordinator immediately regarding any problems that arise
- participate in project evaluation

TIME COMMITMENT: Six (6) month term, including:

- five (5) hour orientation workshop
- one (1) hour/week tutoring
- weekly lesson planning
- occasional tutor meetings/in-service workshops

SUPPORT PROVIDED:

- orientation and in-service workshops
- tutor handbooks
- learning resource collection
- consultation with co-ordinator

QUALIFICATIONS:

- proficient reading/writing skills
- empathy, patience, enthusiasm
- willingness to commit to the above responsibilities

Supplied by Bill Novak, Carlton Trail Regional College, 1989.

VOLUNTEER TUTOR APPLICATION FORM

DATE: ____________________

NAME: (MR/MS/MRS/MISS) ______________________________

ADDRESS: ______________________________

POSTAL CODE ______________________________

PHONE: HOME: ________________ **EMPLOYMENT** __________

OCCUPATION: ______________________________

EDUCATION: ______________________________

VOLUNTEER EXPERIENCE: ______________________________

____

OTHER VOLUNTEER COMMITMENTS: ____________________

____

Where do you prefer to be contacted?

Home ______ Employment ______ Either __________

Best time for contact: am ______ pm ______ evening ______

Previous teaching experience: ____________________

____

____

The following will be used to match you with a learner.

Your age: 20's ___ 30's ___ 40's ___ 50's ___ 60's+ ___

When are you available to tutor: (check all applicable)

am ____ pm ____ evening ____ weekday ____ weekend ____

once/week ____ twice/week ____

Do you have transportation? Yes ___ No ___

If yes, will you travel to tutor: Yes ___ No ___

Where is your preferred location for tutoring? __________

____

Are you willing to tutor? Male ___ Female ___ Either _____

Age: 20's ___ 30's ___ 40's ___ 50's ___ 60's+ ___

Will you work with someone with a physical handicap ______

a mental handicap ______

What time is best for tutor workshops: ______________

Why do you want to be a tutor? ____________________

____

DATE INTERVIEWED: ____________________

COMMENTS: ____________________

DATE FOR TUTOR TRAINING: ____________________

MATCHED WITH: ____________________

DATE STARTED: ____________________

DATE COMPLETED: ____________________

LOCATION OF TUTORING: ____________________

Volunteer Tutor Application Form, SIAST Palliser Literacy Program, 1989, supplied by G. Grosy.

Carlton Trail Regional College

P.O. BOX 720 HUMBOLDT SASK S0K 2A0 (306) 682 2623

VOLUNTEER TUTOR - REGISTRATION FORM

Name: ______________________________

Address: ______________________________

______________________ Postal Code: __________

Telephone: Home: ______________ Work: __________

Occupation: ______________ Age: __________

Secondary Language Spoken (if any): ______________

When are you available to tutor (check all applicable):

a.m. ____ p.m. ____ evening ____ weekday ____

Saturday ____ once/week ____ twice/week ____

Do you have transportation: YES ____ NO ____

If yes, how far will you travel to tutor? ______________

What is your preferred location for tutoring? ______________

Preferences for tutoring (check all applicable):

Basic Reading ____ English as a Second Language ____

Male ____ Female ____ Either ____

AGE: 20's ____ 30's ____ 40's ____ 50's ____

60's ____ Any age ____

Will you work with someone who has a mental handicap? __________

What time is best for tutor workshops:

Weekdays: a.m. ____ p.m. ____ evening ____

Friday evening ____ Saturday ____

Why do you want to be a tutor? Indicate experience and qualities you think will help you tutor.

Date Completed:

Comments:

Supplied by Bill Novak, Carlton Trail Regional College, 1989.

DISTRICT OFFICES

DAVIDSON
P.O. Box 820 S0G 1A0
567 2885

SEMANS
P.O. Box 340 S0A 3S0
524 2161

WATROUS
P.O. Box 458 S0K 4T0
946 2094 or 946 3375

WYNYARD
P.O. Box 718 S0A 4T0

APPENDIX Y

EXAMPLES OF TUTOR FOLLOW-UP FORMS

APPENDIX Y

TUTORING SURVEY

Please respond to these questions in as much detail as possible from your own tutoring experiences.

1. How long have you worked with a learner?

2. How often do/did you meet with a learner?

3. Did the tutor training prepare you adequately?

4. Were the materials used appropriate?

5. What improvements to the training would you recommend?

6. What techniques or strategies worked best for you?

7. What did not work for you?

8. What successes or failures were noted with your learner?

9. What were the main problems you had with the program or tutoring situation?

From Tutoring Survey, SIAST Palliser Literacy Program (May 1989), Moose Jaw, SK supplied by G. Grosy.

10. What should I (George) be doing to give you support?

From Tutoring Survey, SIAST Palliser Literacy Program (May 1989), Moose Jaw, SK supplied by G. Grosy.

TUTOR GROUP QUESTIONS

In discussion groups, respond to the following questions. You will report back to the whole group.

1. Do you feel the literacy program has been successful? Why/why not?

2. How would you recruit more learners and tutors?

3. What can the co-ordinator do to make the program more successful?